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ABSTRACT

Brief summaries of 12 books and reports on higher education are presented as part of the final report by the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. The summaries retain a substantial amount of the original language of the work, but do not contain evaluations. Publications are as follows: "Integrity in the College Curriculum: A Report to the Academic Community" (Association of American Colleges); "The Closing of the American Mind: Education and the Crisis of Reason" (A. Bloom); "The Undergraduate Experience in America" (E. Boyer); "High School: A Report on Secondary Education in America" (E. Boyer); "Arizona Postsecondary Education in the Eighties" (Education Commission of the States, Arizona State University, Northern Arizona University, University of Arizona); "Transforming the State Role in Undergraduate Education" (Education Commission of the States); "Searching for Academic Excellence: Twenty Outstanding Colleges and Their Leaders" (J. Gilley and others); "To Reclaim a Legacy: A Report on the Humanities in Higher Education" (National Endowment for the Humanities); "Choosing Quality: Reducing Conflict Between the State and the University" (F. Newman); "Higher Education and the American Resurgence" (F. Newman); "A Nation at Risk: The Imperative for Educational Reform" (U.S. Department of Education, the National Commission on Excellence in Education); and "Involvement in Learning: Realizing the Potential of American Higher Education" (U.S. Department of Education, National Institute of Education Study Group on the Conditions of Excellence in American Higher Education). (SM)

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EXECUTIVE SUMMARIES OF REPORTS AND BOOKS ON HIGHER EDUCATION

MARY J. TALBOTT

INTRODUCTION

Many books and reports have been written about higher education during the past decade, and it is often difficult to remember the specific conclusions and recommendations of each. The purpose of these brief summaries was to provide easy access to the information contained in some of these publications. The summaries retain a substantial amount of the original language of the work. By their very nature, summaries are reductionistic and, therefore, do not contain the rich discussion, supporting evidence, or fine points contained in the original works; yet, they can be useful for managing the vast amount of information. I take full responsibility for the condensation and presentation of the information.

As you will note, the summaries do not contain an evaluation of each of the works.

List of Reports and Books Summarized for the Task Force on Excellence, Efficiency and Competitiveness.

Mary J. Talbott is a doctoral candidate at the University of Arizona. Her research is centered in higher education with contributory emphasis in management. Her studies and experience range in perspective from development and implementation of staff training programs; equity, accreditation, evaluation and assessment; to curriculum and faculty data analysis.

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Association of American Colleges, Integrity in the College Curriculum: A Report to the Academic Community, Findings and Recommendations on the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees, Association of American Colleges, Washington, D.C., February, 1985.

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EXECUTIVE SUMMARY

TITLE Integrity in the College Curriculum: A Report to the Academic Community

AUTHOR Association of American Colleges

DATE 1985

IMPETUS FOR THE STUDY

The Association of American Colleges, whose fundamental mission is to address basic issues of educational policy, turned its attention to the issue of undergraduate education in the wake of several national commission reports that addressed deficiencies in the condition of undergraduate education. The organization believed that the persistence of these weaknesses would undermine public confidence in higher education and adversely impact graduate and professional education. Therefore, in January 1982, the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees was established. Nineteen American educators comprised the Select Committee that oversaw and guided the work.

CHARGE

The Select Committee was directed: "to make a thorough study of the state of baccalaureate education, to promote widespread discussions among faculties and academic administrators about issues of basic educational policy concerning the primary mission of colleges and universities, and to formulate recommendations for improving programs leading to bachelors' degrees in all institutions of higher education" (Integrity, p. ii)

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METHOD

The committee surveyed the literature on undergraduate education, concluding that more effort needed to be directed toward determining ways to overcome the existing problems. The faculties and administrators from 11 institutions were invited to engage in a year long discussion to identify what measures might be appropriate to assist in reforming their institutions. Six specific lines of investigation were initiated. At the close of the year of discussions and inquiry, two conferences were scheduled to examine special issues that were not settled during the year's work. Additionally, a special task force on assessment and evaluation of student progress and academic programs contributed to the deliberations of the Select Committee.

SPECIFIC FINDINGS

The value of an undergraduate degree has declined.

a. The specific evidence cited in recent commission reports substantiates the conclusion that a profound crisis exists in education.

b. "The business community complains of difficulty in recruiting literate college graduates" (Integrity, p. 1).

c. Remedial English programs abound in colleges and the corporate world.

d. College grades have gone up, although SAT and ACT scores have gone down.

e. "Scientific and technological developments have outpaced the understanding of science provided by most college programs..." (op. cit., p.2).

f. We have more confidence in the length of a college education than the purpose or content.

g. "There is a public sense that standards are too low, that results are not what they used to be" (op. cit., p. 3).

RECOMMENDATIONS

FACULTY

1. "Presidents and deans must confront the obstacles to faculty responsibility that are embedded in academic practice..." (op. cit., p. 9). Together, they must revive "the responsibility of the faculty as a whole for the curriculum as a whole" (ibid.).

2. An effective curriculum committee should concern itself with the quality of college and university teaching, the curricular structure as a whole, deal with critical issues and neglected concerns, and address the current reward system that implies the only legitimate activity for a faculty member is research.

3. To reinvigorate the curriculum, sabbatical leaves should be awarded, along with funds, for professional development that would result in improved teaching.

4. A faculty task force on curriculum development and experimentation might be asked to explore learning theory and research.

5. Departments could allocate one or two regular faculty positions to research on learning in their

discipline.

6. "Professors must be encouraged to escape the confines of departments without penalty" (op. cit., p. 13).

7. Resources beyond the campus must be utilized to enrich the baccalaureate experience.

8. Trustees must ask searching questions about the quality of academic programs and ensure the faculty fulfill their responsibilities.

THE CURRICULUM

1. The curriculum needs a structure. "We propose a minimum required program of study for all students, consisting of the intellectual, aesthetic and philosophic experiences that should enter into the lives of men and women engaged in baccalaureate education" (op. cit., .15). Nine experiences are essential to that kind of education (op. cit., pp. 15-23):

a. Inquiry, abstract logical thinking, critical analysis.

b. Literacy: writing, reading, speaking, listening.

c. Understanding numerical data.

d. Historical consciousness.

e. Science.

f. Values.

g. Art.

h. International and multicultural experiences.

i. Study in depth.

STUDY IN DEPTH

1. Study in depth should exhibit certain features: it will have a central core of method and theory; it will force students to experience the range of topics addressed in the discipline and the tools that it uses; it will have a sequence that presumes advancing sophistication; it will promote an understanding of the discipline's characteristic questions and arguments; it will acquaint students with the history and philosophical presuppositions; it will acquaint students with the questions it cannot answer and the "dead ends" in the field; and it will provide a means for the student to demonstrate mastery.

2. As students advance, they should work with the primary materials of their concentration.

3. "Study in depth, whether professional in focus or not, should not be overprescribed...Nor should students be permitted to concentrate beyond necessity...it cannot be allowed to dominate the student's entire program" (op. cit., p. 31).

4. Institutions should strive to maintain a student's option for change as long as possible.

5. Colleges and universities should invent ways in which students can demonstrate mastery of their field of study without resorting to comprehensive examinations, because at their worst, these exams are disruptive to the educational experience.

ACCOUNTABILITY

1. Colleges and universities should develop ways of demonstrating to state legislators, students and the public that they, the institutions, know what they are doing (or not doing) and what they are doing well (or poorly).

2. Three areas of institutions should be assessed--students, faculty and programs. The professors are fundamentally responsible for these three interrelated areas; therefore, they should be charged with designing and monitoring the mechanisms of assessment.

THE PROFESSION OF COLLEGE TEACHING

1. "The PhD candidate should be introduced in a systematic way to the profession of teaching. The qualifying process should include acquaintance with the literature on human learning and evaluation as well as apprentice teaching, subject to peer observation and the criticism of veteran teachers. The candidate should demonstrate competence in designing a syllabus and examinations, and selecting textbooks, readings and laboratory manuals" (op. cit., p. 36). The candidates must also learn how to grade papers and how to help students speak and write clearly.

2. The awarding of the PhD degree should include an evaluation of the individual's teaching skills.

3. Colleges and universities should establish programs to help new recruits systematically improve their teaching styles.

4. The reward system must be designed to measure teaching performance as well as research performance, and good teaching must contribute to the achievement of promotion, tenure and salary advancements.

EXECUTIVE SUMMARY

TITLE The Closing of the American Mind: Education & the Crisis of Reason

AUTHOR Allan Bloom

DATE 1987

IMPETUS FOR THE STUDY

"This essay--a meditation on the state of our souls, particularly those of the young, and their education--is written from the perspective of a teacher" (Closing, p. 19).

METHOD

Not specifically stated. The author states that this book is the result of his work as a university professor and his thoughts about the changes he has observed during his career.

CONCLUSIONS

The book is divided into three sections--Students; Nihilism, American Style; and The University.

The first part of the book, Students, discusses the student as a product of the culture in which he/she lives. Initially Bloom asserts that at one time he believed students arrived at university with "clean slates unaware of their deeper selves and the world beyond their superficial experience" (op. cit., 47).

But, during the subsequent chapters the reader is shown how various aspects of culture influence the young. Some of the conclusions advanced by the author are as follows:

- With few exceptions, students view the truth as relative.
- Students today do not read good books, and, therefore, they fall prey to "our most fatal tendency--the belief that the here and now is all there is" (op. cit., 64).
- Rock music, unlike classical music, provides "premature ecstasy" without any of the effort or virtue required for great endeavors. This intense early experience leaves students sapped of energy, dry and routine.
- Relationships are characterized by a self-centeredness, students feel a sense of impotence, they are not involved in political life, and individualism "is epidemic" (op. cit. 87).
- The family has no spiritual or intellectual life.
- Relations between Black and White students are poor.
- The young have been liberated from the traditional attachments--religion, country and family--and, therefore, must choose to form attachments.
- Divorce is America's most urgent social problem and one that receives little attention. "The important lesson the family taught was the existence of the only unbreakable bond, for better of worse, between human beings" (op. cit., p. 119).
- "All the students are egalitarian meritocrats, who believe each individual should be allowed to develop his special--and unequal--talents without reference to race, sex, religion, family, wealth or national origin. This is the only form of justice they know, and they cannot even imagine that there could be any substantial argument in favor of aristocracy or monarchy" (op. cit., p. 90).
- Feminism has undermined the family structure by removing the incentive for males to support their families and by advancing ideas that are not in harmony with the basic nature of females and males.
- Young people are unable to make sexual commitments, in part, because of the current beliefs about sexism. This ideology, the author asserts, "only works for people who have had no experience of the feelings, have never loved, have abstracted from the texture of life" (op. cit., p. 123).

NIHILISM, AMERICAN STYLE

- "The most important and astonishing phenomenon of our time, all the more astonishing in being almost unnoticed: there is now an entirely new language of good and evil, originating in an attempt to get 'beyond good and evil' and preventing us from talking with any conviction about good and evil" (op. cit., p. 141).
- Intellectuals from the Continent view Americans as superficial and labeled, more than two hundred years ago, the "new man of the new democratic regime" as bourgeois.

That is, one who is "egotistical, materialistic being without grandeur or beauty of the soul...Continental thinkers have been obsessed with bourgeois man as representing the worst and most contemptible failure of modernity, which must be at all costs overcome" (op. cit., 157). And, freedom and equality underpin political regimes that constitute modernity.

- "We are suffering from a three-hundred-year-long identity crisis...To sum it up, the self is the modern substitute for the soul" (op. cit., 173).

- Man is no longer defined by his reason but his art. Through his art, man can be creative.

- Values have taken the place of good and evil. "Authentic values are those by which a life can be lived, which can form a people that produces great deeds and thoughts...A value is only a value if its life-preserving and life-enhancing...Egalitarianism means conformism, because it gives power to the sterile who can only make use of old values, other men's ready values, which are not alive and to which their promoters are not committed" (op. cit., p. 201).

- There are great questions that must be faced if one is to live a serious life, questions that focus on reason-revelation, freedom-necessity, democracy-aristocracy, good-evil, body-soul, self-other, city-man, eternity-time and being-nothing. "A serious life means being fully aware of the alternatives, thinking about them with all the intensity one brings to bear on life-and-death questions, in full recognition that every choice is a great risk with necessary consequences that are hard to bear" (op. cit., p. 227). Choice today, however, means that there are no necessary consequences and that "disapproval is only prejudice and guilt a neurosis" (op. cit., p. 228).

THE UNIVERSITY

CONCLUSIONS AND RECOMMENDATIONS

- "The university is the place where inquiry and philosophic openness come into their own. It is intended to encourage the noninstrumental use of reason for its own sake, to provide the atmosphere where the moral and physical superiority of the dominant will not intimidate philosophic doubt. And it preserves the treasury of great deeds, great men and great thoughts required to nourish that doubt" (op. cit., 249).

- The university must provide alternative thoughts to avoid the most subtle form of tyranny, one that is based on the lack of awareness of other possibilities.

- "The university's task is thus well defined, if not easy to carry out or even keep in mind. It is, in the first place, always to maintain the permanent questions front and center. This it does by primarily by preserving--by keeping alive--the works of those who best addressed these questions" (op. cit., 252). "There is one simple rule for the university's activity: it need not concern itself with providing its students with experiences that are available in democratic society. They will have them in any event.

They must provide them with the experiences they cannot have there" (op. cit., p. 256).

- "Our present educational problems cannot seriously be attributed to bad administrators, weakness of will, lack of discipline, lack of money, insufficient attention to the three R's, or any other common explanations that indicate things will be set aright if we professors would just pull up our socks. All these things are the result of a deeper lack in the university's vocation...Thought is all in all for universities. Today there is precious little thought about universities, and what there is does not unequivocally support the university's traditional role" (op. cit., p. 312).

- The student revolts of the sixties destroyed the American liberal traditions of learning. Ironically, it was that tradition which generated the movement toward racial equality during that era.

- Students receive little guidance from the university about what they should study, and this reflects the fact that no university-wide agreement exists about what should be studied.

- "...the only serious solution (to liberal education) is the one that is almost universally rejected: the good old Great Books approach, in which a liberal education means reading certain generally recognized classic texts, just reading them, letting them dictate what the questions are and the method of approaching them--not forcing them into categories we make up, not treating them as historical products, but trying to read them as their authors wished them to be read" (op. cit., p. 344)

EXECUTIVE SUMMARY

TITLE College: The Undergraduate Experience in America

AUTHOR Ernest L. Boyer

DATE 1987

IMPETUS FOR THE STUDY

This work is a companion piece to the earlier work High School, which was completed by Boyer in 1983 with the support of the Carnegie Foundation for the Advancement Teaching. Acknowledging that the confusion in the nation's schools is, in part, a reflection of the confusion at the collegiate level, Boyer, again with the support of the Carnegie Foundation for the Advancement of Teaching, decided to study the way in which structures and procedures of colleges affect the lives of their students.

METHOD

This study relied on information generated from a number of activities:

- Sixteen observer reporters spent two weeks in the Fall of 1984 at twenty-nine colleges and universities. The institutions were carefully selected so that the full spectrum of institutional types would be represented. During the visits, college officials and faculty were interviewed; classrooms, student unions, residence halls and laboratories were visited; and time was spent with students during both day and evening hours.

- A random sample of 5000 faculty and 4500 undergraduates, drawn to represent the various institutional types, was surveyed. Not only was demographic information obtained, but the respondents provided information about how they felt about teaching and learning experiences, and about the goals of higher education. This survey was similar to two earlier surveys, and therefore it provided comparative information.

- To study the transition from high school to college, the Human Ecology Research Services conducted a special survey of twelfth-grade students and their parents. Additionally, 232 randomly selected high school counselors and admissions officers at the twenty-nine site visit institutions were interviewed by telephone.

- The extensive literature on higher education was reviewed.

- Opinion Research Corporation surveyed 1,310 chief academic officers on the status of general education at their institutions.

- Several special studies were commissioned to supplement existing information.

FINDINGS

The focus of the report is on eight points of tension that appeared regularly at most of the institutions visited and seemed consistently to "sap the vitality of the baccalaureate experience" (College, p. 2). Below are listed the eight major findings.

1. There is discontinuity between schools and higher education. The levels of education are isolated from each other. "The curriculum is disjointed and guidance is inadequate. Students find the transition from school to college haphazard and confusing" (ibid). The recruitment and admissions procedures are unclear. Part-time and older students also find the transition difficult. Further, the academic preparation of the students does not meet the expectations of the faculty.

2. "Many undergraduate colleges have lost their sense of purpose" (op. cit., p. 3). There is confusion over the goals, missions and how to impart shared values. "Closely related is the conflict between careerism and the liberal arts" (ibid).

3. "...the third problem we encountered is divided loyalties and competing career concerns within the faculty. Professors are, quite appropriately, expected to function as scholars, conduct research and communicate results to colleagues. Promotion and tenure hang on research and publication. But undergraduate education also calls for a commitment to students and effective teaching" (op. cit., p. 4).

4. There are tensions between conformity and creativity in the classroom. While faculty complain about the passivity of students, vigorous intellectual exchange was often absent. "Still, there remains a vision of the undergraduate college as a place where teachers care about their students, where, in the classroom, traditions can be challenged and new ideas tested" (op. cit., p. 5).

5. Although colleges often speak of the word "community," a great separation was found between the academic and social life on the campus. Administrators and faculty do not have a clear role in student life. Further, residential and commuter students were found to live in two separate worlds.

6. "The sixth problem is the disagreement we found over how the college should be governed" (ibid.). Presidents are subject to conflicting pressures; "faculty often feel more loyalty to their discipline than to the institutions where they teach" (ibid.); and student participation in governance is often sporadic.

7. Few institutions have developed methods of assessing the overall quality of education. Consequently, many state and national officials, parents and students are "wondering just how much is being learned" (op. cit., p. 6).

8. "We found a disturbing gap between the college and the larger world. There is, we sensed, a parochialism that seems to penetrate many higher learning institutions, an intellectual and social isolation that reduces the effectiveness of the college and limits the vision of the students" (ibid.).

RECOMMENDATIONS

RECOMMENDATIONS FOR SMOOTHING THE TRANSITION FROM HIGH SCHOOL TO COLLEGE

- Public schools should increase their efforts to assist students in the transition to college.
- High schools and national testing agencies should establish regional advisement centers to provide information to counselors about colleges in the area and nationwide.
- National testing organizations should give grants to high schools, especially those with low college-going rates, to strengthen counseling programs.
- The Committee on Self-Regulation of the American Council on Education should update and strengthen the code of conduct for college recruitment.
- Students are urged to prepare for campus visits by making a list of questions that focus on the teaching and learning and the quality of life.
- Prospective students should press for candid answers to their questions.
- Prospective students and parents should look at who teaches lower-division courses, what learning resources are available to undergraduates, who advises undergraduates, what the circulation numbers are for the library, what the dropout rate is, and the range of SAT scores of students accepted by the college.

RECOMMENDATIONS FOR ADMISSIONS AND THE ASSESSMENT OF ENTERING STUDENTS

- In addition to the basic academic preparation, colleges and universities are urged to ask prospective students to submit an essay as part of the application process. This requirement would

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emphasize the importance of effective writing.

- There is an urgent need to assess students as the move from high school to college. An assessment program that assesses both the academic achievement and the talents of the student needs to be developed.

- Institutions should describe the criteria used for selection and provide prospective students with a profile of the student characteristics that seem most closely linked to the culture of the institution. Additionally, institutions should describe the characteristics of the students who do not succeed at their institutions as well as those that do.

- In view of the declining minority enrollments, it is recommended that "every higher learning institution reaffirm, as an essential objective, its commitment to educational opportunity, especially for historically bypassed students" (op. cit., p. 39). To that end, colleges and universities should give priority to need-based student financial aid.

RECOMMENDATIONS REGARDING MISSION

- "As a first step we recommend a preterm (orientation) session for all new undergraduates, that may extend into the first semester" (op. cit., p. 47). Further, colleges and universities are encouraged to schedule a special orientation convocation at the beginning of the academic year to formally welcome the entering students into the community of learning.

- Institutions should offer a short-term credit course for entering students on the values and traditions of the academy. Suggested topics include: "How and why the college was founded? What are its traditions? Why do we have a general education program? What significant events have shaped the college? What goals is the college seeking to accomplish?" (op. cit., p. 49)

- Orientation should be provided for part-time students and nontraditional students.

- It is essential for colleges and universities to provide a comprehensive program of counseling and advising for students throughout their entire freshman year.

- "We suggest that within the traditions of individuality and community, educational and social purposes for the undergraduate experience can be defined. The individual preferences of each student must be served. But beyond diversity, the college has an obligation to give students a sense of passage toward a more coherent view of knowledge and a more integrated life" (op. cit., p. 68).

RECOMMENDATIONS FOR THE ACADEMIC PROGRAM

- The reading and writing skills of all students should be assessed when they enroll. Students who are not prepared in written and spoken English should be placed in intensive, remedial courses.

- Good English usage must be reinforced by every professor.

Writing assignments should be an essential element of every course.

- Oral communication skills should be a part of the freshman language course.

- The general education program must have a clear purpose. It should extend from the freshman year through the senior year, enabling students to "gain an integrated view of knowledge and a more authentic view of life" (op. cit., p. 90). To create bridges between disciplines and relate the curriculum to life, an integrated core approach is suggested (although it is recognized that this is only one possible approach). Seven areas of inquiry, which cut across the disciplines, are suggested (op. cit., p. 92):

Language:	The Crucial Connection
Art:	The Esthetic Experience
Heritage:	The Living Past
Institutions:	The Social Web
Science:	The Natural World
Work:	The Value of Vocation
Identity:	The Search for Meaning

- The major and general education in the baccalaureate program should be intertwined.

- "What we propose, as the centerpiece of the undergraduate experience, is the enriched major: a major that encourages students to explore a field in depth and helps them put their field of study in perspective" (op. cit., p. 110). The enriched major will respond to three questions: "What is the history and tradition of the field to be examined? What are the social and economic implications to be understood? What are the ethical and moral issues to be confronted?" (ibid.) .

FACULTY, CLASSROOM AND RESOURCE RECOMMENDATIONS

FACULTY

- Because of the diversity in American higher education, there is, according to the author, more than one way to achieve a balance between teaching and research. Research institutions, while continuing to emphasize scholarship, research and publication as central criteria for faculty performance, also must "aggressively support good teaching" (op. cit., p. 126). "We recommend that institutions also extend special status and salary incentives to those professors who not only are productive scholars but who are, in addition, outstandingly effective in the classroom" (op. cit., p. 127).

- At other institutions--doctorate-granting to liberal arts institutions--flexibility is urged. The decisions at each institution or within the department should be tied to the mission.

- "While not all professors are likely to publish with regularity, they, nonetheless, should be first-rate scholars. We understand this to mean staying abreast of the profession, knowing the literature in one's field and skillfully

communicating such information to students...Further, the results of such scholarship should be made available for judgment" (op. cit., p. 131).

- There is an urgent need for the faculty to be renewed. Colleges and universities must commit themselves to the professional growth of all faculty and provide them with opportunities to stay intellectually alive. In addition to making sabbatical leave available at every institution, it is recommended that grants be made available for teachers to pursue new ideas and for faculty research. Exchange arrangements, guest lectureships, release time for reading, studying and consultation, and travel grants to attend curriculum seminars, are several methods of promoting faculty development.

- Every institution should provide public recognition for outstanding teaching.

- A balance must be achieved between part- and full-time faculty. "Specifically, we propose no more than 20 percent of the undergraduate faculty be part time and that when part-time faculty are used, it is essential at their employment be educationally justified" (op. cit., p. 137).

CLASSROOM

- "We strongly urge...that the finest teachers should teach freshmen, and that undergraduate classes should be small enough for students to have lively intellectual interaction with teachers and fellow students" (op. cit., p. 149).

- In view of the competitive climate often observed in classrooms, it is recommended that students participate in collaborative projects. This opportunity to work together on a group assignment will highlight the point that, like competition, cooperation is essential.

- The impact of the teacher can be "powerful and enduring" when certain central qualities are present in the classroom: "command of the material to be taught, a contagious enthusiasm for the play of ideas, optimism about human potential, the involvement with one's students, and--not least--sensitivity, integrity and warmth as a human being" (op. cit., p. 154).

- It is recommended that faculty become better at assessment, to learn how to give careful concise criticisms, and to help students understand their strengths and weaknesses.

- Evaluations of teaching performance are urged.

- Currently college-teaching is self-taught; therefore, it is recommended that teacher preparation begin in graduate school. Graduate assistants should work with mentors, be helped with their teaching procedures, and learn how to give helpful written and oral comments. All professors, also should work to develop the content of their courses and their methods of instruction.

RESOURCES

- The college library is a vital part of the undergraduate experience and

"every college should establish a basic books library to serve the specific needs of the undergraduate program. The core of book holdings should include those original, classic sources and contemporary writings that relate to general and specialized education in the baccalaureate program" (op. cit., p. 164). The budget should be adequate to maintain and build this basic library, and a committee should be named to monitor the quality of the library's holdings for undergraduate education.

- Every student should be introduced to and instructed in the use of the resources for learning on the campus.

- Support for the purchase of books should be increased. A minimum of 5 percent of the total operating budget should be available for library support.

- Institutions should design activities that celebrate the book. For example, authors can be invited to campus or seminars can be held in which faculty talk about books that were influential in their lives.

- All institutions, to broaden their services, should link their libraries to one or more of the computer-based learning networks.

- With respect to computers, three recommendations are proposed. "First, computer hardware should not be purchased before a comprehensive plan has been developed, one that covers personal computers, information services and the use of technology by the institution. Second, the college also should devise plans for faculty involvement, both for programming and instruction. Finally, we urge that every college have a high-level committee to plan for the integration of all learning resources on the campus" (op. cit., p. 172).

RECOMMENDATIONS FOR IMPROVING CAMPUS LIFE

- The outcomes of a college education are influenced by both the academic and nonacademic life of the student; therefore, it is necessary to view these two aspects of college life as interlocked. Several recommendations about intercollegiate athletics are included (op. cit., p. 184-186):

a. Perhaps the time has come for faculty and students at universities engaged in big-time athletics to organize a day of protest, setting aside a time to examine how the purposes of the universities are being subverted and how integrity is lost.

b. Further, we strongly urge that intercollegiate sports be organized and operated to serve the student athletes, not the institution. Success in class must be the most important objective...

c. We also propose that when serious athletic violations are discovered, the accreditation status of the institution should be revoked--along with eligibility status for the National Collegiate Athletic Association...

d. We suggest further that presidents of universities and colleges begin to say publicly what they acknowledge

privately: that big-time sports are out of control. Campus leaders can meet with each other and agree to a process of cutting back expenditures for recruitment and training..

e. We urge every college to develop a comprehensive, well-supported program of intramural sports, one that serves all students, not the select few. We further urge that the intramural program be given top priority when budget decisions about athletics are made and recreational facility space is assigned.

- It is recommended that students be helped to understand that wellness is a prerequisite to everything else. Health center personnel, nutritionists, administrators, intramural athletics, food service personnel and residence hall supervisors are urged to work together to ensure the wellness program on campus has the resources and the endorsement of the whole campus.

- "A community must be built" (op. cit., p. 195). Research indicates that, despite the student-sponsored projects and athletics, two in five undergraduates say they do not feel a sense of community at their institution. "It is not an exaggeration to say that students who get involved stay enrolled" (In College, Astin).

- Institutions are urged to provide intensive training for Residence Assistants (R.A.s); mentors should supervise the work of R.A.s and meet with them regularly; campuses should provide health and psychological services to which students can be referred; and resident assistants should be reimbursed adequately for their important work.

- Institutions need to develop academic and nonacademic standards that clarify the expectations of the college or university.

- Commuter students need to be brought into college life. Activities and services should be available for nonresidential students.

RECOMMENDATIONS FOR SERVICE

- "We believe that service constitutes a vital part of an undergraduate education" (op. cit., p. 214). Therefore, it is recommended that every student complete a college service project as part of her or his undergraduate experience.

RECOMMENDATIONS FOR EXTENDING THE CAMPUS

- Because the authors recognize the value of interactions between people of different age groups and experiences, it is recommended that institutions consider learning arrangements that bring adults to campus and facilitate the exchange of ideas and experiences across the generations.

- "One of the most urgent challenges, we believe, is to extend the campus beyond the borders of our nation and make connections to the wider world community" (op. cit., p. 228).

- Students are encouraged to enrich their education by doing some of their college work in extended settings. That is, students might serve as interns, carry out projects on their own, travel and study

overseas, or take a semester off to work.

RECOMMENDATIONS FOR GOVERNANCE

- Student participation in campus decision-making needs to be taken seriously by administrators, faculty and students.

- To promote unity and a clear sense of purpose, and prevent isolation, it is essential for colleges and universities to establish forums to address common educational questions and consider campus-wide matters. We urge faculty to vigorously support such a faculty senate.

- Further, it is recommended that student government receive strong support on campus and that undergraduates be more fully consulted on all aspects of campus life.

- Administrators, the faculty senate, the student government and support service personnel are urged to work together to discuss the campus-wide concerns such as those identified in this report--recruitment, orientation, advising and assessment.

- "At an effective college there is an effective leader" (op. cit., p. 248). Leadership requires vision, the ability to think inclusively, transcend the categories and bring ideas together.

RECOMMENDATIONS FOR MEASURING OUTCOMES

- College-wide assessment should focus on the overall purposes of the undergraduate experience, while the evaluation conducted in class should measure the degree to which the student has achieved understanding in separate course. To accomplish college-wide assessment, the author recommends the undergraduate college reintroduce a modern, more creative version of the senior declamation..."that students be asked to write a senior thesis that would relate the major to historical, social, or ethical concerns. We further suggest that they participate in a senior seminar with no more than twenty other students, where students would present their reports orally and critique the papers of fellow students..." (op. cit., p. 259).

- "Finally, we suggest that every college and university conduct a Senior Colloquium Series in which a handful of graduating seniors would be invited to present their final papers to the college community" (ibid.).

- Although there are a number of problems with measuring outcomes, institutions might consider assessing the extent to which an undergraduate has fulfilled the service requirement and participated in extracurricular activities.

RECOMMENDATIONS FOR GRADUATION AND BEYOND

- This report has argued that collegiate education, for all students, should be considered useful; therefore, placement activities would be given a much higher status on the campus. Placement offices should be headed by professionals and there should be adequate support to assist

students in their search for employment. "A special priority should be given to liberal arts students, who are least likely to be tapped by current recruiters" (op. cit., p. 271).

- Colleges are urged to survey alumni to identify work patterns of their graduates and determine whether their college experience provided satisfactory preparation for their vocation.

- This report concludes that graduate and professional education has had a substantial influence on undergraduate study; therefore, "if the undergraduate college is to once again take command of its own destiny, we urge that graduate school deans consult with key administrators in undergraduate programs to improve the curriculum linkage between the separate levels. Above all, we recommend that graduate and professional schools reduce the requirements they impose on the undergraduate college" (op. cit., p. 275).

- Colleges and universities are urged to bring more minority students into college, to identify minority candidates for graduate and professional school, and to increase the financial aid funds for minority students at the graduate and professional levels.

- "When all is said and done, the college should encourage each student to develop the capacity to judge wisely in matters of life and conduct. Time must be taken for exploring ambiguities and reflecting on the imponderables of life...The goal is not to indoctrinate students, but to set them free in the world of ideas and provide a climate in which ethical and moral choices can be thoughtfully examined, and convictions formed" (op. cit., p. 284).

EXECUTIVE SUMMARY

TITLE High School: A Report on Secondary Education in America

AUTHOR Ernest L. Boyer

DATE 1983

IMPETUS FOR THE STUDY

The Board of Trustees of the Carnegie Foundation for the Advancement of Teaching concluded, in the spring of 1980, that "the time had come to examine the current condition of American secondary education; the time had come for the nation's high schools to serve their students more effectively and regain public confidence and support" (High School, p. XI). This conclusion was based upon several assumptions: first, the trustees acknowledged home influences are important, that the first years of schooling are critical, that education is a "seamless web" (ibid.) in which poor beginnings impede the chances for future academic progress; second, that the upper years of schooling are important too, that high school may be the last formal learning for many students; third, they recognized that demographic changes and attitudes have impacted American high schools.

METHOD

A national panel of teachers, principals, superintendents, university

administrators, parents, school board members and citizens was selected, and, over a two-year period, they visited schools, reviewed findings and discussed proposals for reform. Additionally, the foundation's staff reviewed literature, talked to educators and visited schools. Finally, 15 public high schools were selected for field studies. A team of 25 educators visited each school for twenty school days. During the visits, the team members went to classes, talked with teachers, parents, principals and students; observed a variety of activities, attended PTA meetings and conducted interviews.

GENERAL CONCLUSION

"Ridgefield High has much in common with most high schools from coast to coast. It is neither trouble free nor terrible. Classes at times are inspired, occasionally dreadful, and, most often routine" (op. cit., pp. 15-16).

SPECIFIC FINDINGS

- "The academic report card on the nation's schools is mixed" (op. cit., p. 39).

a. Gallup Poll results indicated that between 1955 and 1980 the percent of the population who were willing to pay extra taxes to raise teachers salaries dropped from 66 percent to 30 percent.

b. At the time of this publication, about three-fourths of all students who entered high school graduated.

c. "Between 1952 and 1981 the average score on the verbal section of the SAT dropped 50 points from 476 to 426" (op. cit., p. 22). The average score on the mathematics section dropped from approximately 495 in 1952 to approximately 466 in 1981.In 1982 the average score on the mathematics section increased by 1 point to 467.

d. The combined mean score for English, math, social studies and science on the ACT dropped from 19.9 in 1970 to 18.3 in 1976 and edged up to 18.4 by 1982.

e. The National Assessment of Educational Progress (NAEP) provided a somewhat more stable picture of educational achievement during the 1970s: the reading ability of seventeen-year-olds remained approximately same between 1970 and 1980; between 1969 and 1979 there was a slight decline in the overall writing competence of seventeen-year-olds; for this same age group, the average score on the mathematics measures declined 4 percentage points between 1973 and 1978; the average scores on the science assessment increased from 45.2 in 1969 to 46.5 in 1977; and the average scores on the political knowledge section dropped from 64.4 in 1969 to 53.9 in 1976.

f. As of 1983, thirty states had established competency tests.

g. From 1973 to 1977 international surveys were conducted in seven subjects, and the results were not encouraging for the United States. In reading, the average score of United States high school students placed in the lowest one-third of the nations surveyed; in mathematics, American students scored among the lowest of all the nations tested; in civics the United States and Ireland had the lowest average

score of the industrialized nations. These comparisons included all American students in the relevant age groups. If only the top 9, 7 and 5 percent of the American students are used for the comparisons, then the United States rates more favorably.

- o High schools do not have a clear and vital mission.

a. Today schools are called upon to provide a wide range of services that, historically, were provided by the home, the church and the community. "The nation piled social policy upon educational policy and all of them on top of the delusion that a single institution can do it all" (op. cit., p. 57).

b. The education laws of states are often voluminous and the mandates the states have imposed are, at times, vague and wide-ranging.

c. Frequently, school leadership at the district level was found to be most concerned with administrative procedures, and educational goals appeared to be of only marginal concern.

d. In many high schools, students, teachers, parents and administrators did not share a vision of what they were trying to accomplish.

- o There is not a consensus on what every student should learn.

a. As of 1980, 42 states dictated one or more courses for high school graduation; of the eight states not dictating core requirements, two designate the total number of units required for graduation.

b. The United States Department of Education studied six thousand transcripts of high school students from 1964 to 1980; they concluded there is a trend toward more nonacademic enrollments.

c. The ten courses that exhibited the most growth over the fifteen-year period of this study were physical education, music performance, driver education, cooperative education, health and physical education, distributive education, general shop, training for marriage/adulthood, and vocational home economics.

d. "State-mandated graduation requirements keep changing" (op. cit., p. 76).

e. At the high schools included in the study, the number of electives ranged from 23 to 296.

RECOMMENDATIONS

Twelve priorities have been identified; together these priorities constitute the agenda for action. Specific recommendations follow each of the twelve priorities (op. cit., pp. 310-319).

1. CLARIFYING GOALS

"A high school, to be effective, must have a clear and vital mission. Educators must have a shared vision of what, together, they are trying to accomplish...

a. Every high school should establish clearly stated goals--purposes that are widely shared by teachers, students, administrators and parents.

b. School goals should focus on the mastery of language, on a core of common learning, on preparation for work and further education, and on community and civic service."

2. THE CENTRALITY OF LANGUAGE

"The next priority is language. Formal schooling has a special obligation to help all students become skilled in the written and oral use of English...

a. Elementary school should build on the remarkable language skills a child already has acquired. In the early grades, students should learn to read and comprehend the main ideas in a written work, write standard English sentences and present their ideas orally.

b. The English proficiency of all students should be formally assessed before they go to high school. A pre-high school summer term and an intensive freshman year remediation program should be provided for students who are deficient in the use of English.

c. Clear writing leads to clear thinking; clear thinking is the basis of clear writing. Therefore, all high school students should complete a basic English course with emphasis on writing. Enrollment in such classes should be limited to twenty students, and no more than two such classes should be included in the teacher's regular load.

d. The high school curriculum should also include a study of the spoken word. Speaking and listening are something more than the mere exchange of information. Communication at its best should lead to genuine understanding."

3. THE CURRICULUM HAS A CORE

"A core of common learning is essential. The basic curriculum should be a study of those consequential ideas, experiences and traditions common to all of us by virtue of our membership in the human family at a particular moment in history...

a. The number of required courses in the core curriculum should be expanded from one-half to two-thirds of the total units required for high school graduation.

b. In addition to strengthening the traditional courses in literature, history, mathematics and science, emphasis should also be given to foreign language, the arts, civics, non-Western studies, technology, the meaning of work and importance of health."

4. TRANSITION TO WORK AND LEARNING

"The high school should help all students move with confidence from school to work and further education. Today, we track students into programs for those who 'think' and those who 'work,' when, in fact, life for all of us is a blend of both...

a. The school program should offer a single track for all students, one that includes a strong grounding in the basic tools of education and a study of the core curriculum. While the first two years would be devoted almost exclusively to the common core, a portion of this work would continue into the third or fourth year.

b. The last two years of high school should be considered a 'transition school,' a program in which about half the time is devoted to 'elective clusters.'

c. The 'elective cluster' should be carefully designed. Such a program would include advanced study in selected academic subjects, the exploration of a career option, or a combination of both.

d. In order to offer a full range of elective clusters, the high school must become a connected institution. Upper-level specialty schools (in the arts or science or health or computers, for example) may be appropriate in some districts. High schools should also establish connections with learning places beyond the schools--such as libraries, museums, art galleries, colleges and industrial laboratories."

There is also an urgent need to help students figure out what they should do after graduation.

Therefore, we recommend:

a. "Guidance services should be significantly expanded. No counselor should have a case load of more than 100 students. Moreover, school districts should provide a referral service to community agencies for those students needing frequent and sustained professional assistance.

b. A new Student Achievement and Advisement Test (SAAT) should be developed...The academic achievement portion of the test would be linked to the core curriculum, evaluating what a student has learned. The advisement section would assess personal characteristics and interests to help students make decisions more intelligently about their futures..."

The needs of the student for guidance are matched by the need of the school to be better informed about its graduates. To achieve this, the following is proposed:

a. "The U.S. Department of Education--working through the states--should expand its national survey of schools to include a sampling of graduates from all high schools at four-year intervals to learn about their post-high school placement and experience.

5. SERVICE: THE NEW CARNEGIE UNIT

Beyond the formal academic program the high school should help all students meet their social and civic obligations. During high school young people should be given opportunities to reach beyond themselves and feel more responsibly engaged...

a. All high school students should complete a service requirement--a new Carnegie unit--that would involve them in volunteer work in the community or at school. Students could fulfill this requirement evenings, weekends and during the summer.

b. Students themselves should be given the responsibility to help organize and monitor the new service program and to work with the school officials to assure that credit is appropriately assigned."

6. TEACHERS: RENEWING THE PROFESSION

"The working conditions of teachers must improve...

a. High school teachers should have a daily teaching load of four regular class sessions. In addition, they should be responsible one period each day for small seminars and for helping students with independent projects.

b. Teachers should have a minimum of sixty minutes each day for class preparation and record keeping...

c. Teachers should be exempt from routine monitoring of halls, lunchrooms and recreation areas...

d. A Teacher Excellence fund should be established in every school--a competitive grant program to enable teachers to design and carry out a special professional project.

e. Good teachers should be given adequate recognition and rewards--from a student's 'thank you,' to cash awards, to active support from parents...

f. Teachers should be supported in the maintenance of discipline based on a clearly stated code of conduct."

"Teachers's salaries should be increased...

a. As a national goal, the average salary for teachers should be increased by at least 25 percent beyond the rate of inflation over the next three years, with immediate entry-level increases.

Outstanding students should be recruited into teaching. We cannot have gifted teachers if gifted students do not enter the classrooms of the nation.

a. Every high school should establish a cadet teacher program in which high school teachers identify gifted students and encourage them to become teachers...

b. Colleges and universities should establish full tuition scholarships for the top 5 percent of the gifted students who plan to teach in public education...

c. The federal government should establish a National Teacher Service, especially for those who plan to teach in science and mathematics. This tuition scholarship program would be for students in the top one-third of their high school graduating classes..."

"The schooling of teachers must improve. There are serious problems with the education of our teachers.

a. Prospective teachers should complete a core of common learning, one that parallels in broad outline the high school core curriculum proposed in this report.

b. Every teacher candidate should be carefully selected. Formal admission to teacher training should occur at the junior year, the time when students begin a three-year teacher preparation sequence...

c. Once admitted to the program, the teacher candidate should devote the junior and senior years to the completion of a major, plus appropriate electives. Every

secondary school teacher should complete a sharply focused major in one academic discipline, not in education...

d. After grounding in the core curriculum and a solid academic major, prospective teachers should have a fifth-year education core built around the following subjects: Schooling in America, Learning Theory and Research, The Teaching of Writing, and Technology and Its Uses.

e. The fifth year should also include classroom observation and teaching experience...

f. In addition, the fifth year of teacher preparation should include a series of one-day common learning seminars in which students meet with outstanding arts and science scholar-teachers who would relate the knowledge of their fields to a contemporary political or social theme.

The continuing education of the teacher must be strengthened...School boards must accept lifelong learning as an essential condition for every teacher.

a. A two-week Teacher Professional Development Term should be added to the school year, with appropriate compensation.

b. Every school district should establish a Teacher Travel Fund to make it possible for teachers, based on competitive application, to travel occasionally to professional meetings to keep current in their fields.

c. Every five years, teachers should be eligible to receive a special contract--with extra pay to match--to support a Summer Study Term...

A career path for teachers should be developed...The irony is that to 'get ahead' in teaching, you must leave it.

a. The credentialing of teachers should be separated from college preparation...

b. Before being credentialed, the candidate would also pass a written examination administered by a Board of examiners to be established in every state...

c. After credentialing, a career path based on performance should be available to the teacher, moving from associate teacher to senior teacher.

d. With each professional advancement, salary increases should be provided...

e. The evaluation of teacher performance should be largely controlled by other teachers who themselves have been judged to be outstanding in the classroom."

"Skilled professionals should be recruited to teach part-time in the nation's classrooms...

a. School districts should establish a lectureship program to permit qualified nonacademic professionals to teach on a part-time basis.

b. School districts should look to recently retired personnel...who, after brief orientation, could teach part-time in high-demand subjects.

c. School districts should enter into partnerships with business and industry to create joint appointments...

d. In-and-out teaching terms should be established--permitting a professional to teach for one to three years, step out, and then return for another one-to-three-year term.

e. A Part-Time Practitioner Credential should be created in every state to put in place the recommendations we propose."

7. INSTRUCTION: A TIME FOR LEARNING

"Much about good pedagogy is familiar. There remain, however, some old-fashioned yet enduring qualities in human relationships that still work: contagious enthusiasm, human sensitivity, and optimism about the potential of the students.

a. Teachers should use a variety of teaching styles...But there should be particular emphasis on the active participation of the student.

b. For classroom instruction to be effective, expectations should be high, standards clear, evaluation fair and students should be held accountable for their work.

c. ...The classroom use of primary source materials should be expanded.

d. ...Teachers should have a far greater voice in selecting materials appropriate to their own subject areas."

8. TECHNOLOGY: EXTENDING THE TEACHER'S REACH:

"...A number of important steps should be taken to link computers to school objectives.

a. No school should buy computers, or any other expensive piece of hardware, until key questions have been asked--and answered. Why is this purchase being made? Is available software as good as the equipment? What educational objectives will be served? Which students will use the new equipment, when and why?

b. In purchasing computers, schools should base their decisions not only on the quality of the equipment, but also on the quality of the instructional material available...

c. Every computer firm selling hardware to the schools should establish a Special Instructional Materials Fund.

d. ...Computer companies should provide technology seminars for teachers to keep them up-to-date on the uses of computers as a teaching tool.

e. A National Commission on Computer Instruction should be named by the Secretary of Education to evaluate the software now offered for school use and propose an ongoing evaluation procedure that would be available to the schools.

f. Federal funds should be used to establish ten Technology Resource Centers on university campuses...These centers would

assemble, for demonstration, the latest technology.

g. ...Specifically, students should learn about computers; learn with computers; and, as an ultimate goal from computers. The first priority,...educating students about the social importance of technology, of which the computer is a part."

(NOTE: The report also includes three specific recommendations for the use of television, films and video cassettes in the schools.)

9. FLEXIBILITY: PATTERNS TO FIT PURPOSE

"...The urgent need is not more time but better use of time.

a. The class schedule should be more flexibly arranged to permit larger blocks of time, especially in courses such as laboratory science, a foreign language and creative writing.

b. Small high schools should expand their education offerings by using off-campus sites or mobile classrooms or part-time professionals to provide a richer education for all students.

c. Large high schools, particularly those with over 2000 students, should organize themselves into smaller units...

Gifted and talented students represent a unique challenge if they are to realize their potential...

a. Every high school should develop special arrangements for gifted students--credit by examination, independent study and accelerated programs.

b. A network of Residential Academies in Science and Mathematics should be established across the nation...

Special arrangements are also needed for students at the other end of the educational spectrum...

a. ...the federally funded Elementary and Secondary Education Act (Title I) should be fully funded to support all students who are eligible to participate in this effective program.

b. Every high school district, working with a community college, should have a reentry school arrangement to permit dropouts to return to school part time or full time or to engage in independent study to complete their education."

10. THE PRINCIPAL AS LEADER

"What we seek are high schools in which the school community--students, teachers, and principals--sees learning as the primary goal. In such a community, the principal becomes not just the top authority but the key educator, too.

a. The principal should be well prepared. The basic preparation should follow that of teachers.

b. A principal should complete all requirements for licensing as a teacher and serve a year as an 'administrative intern.' At least two years as an assistant principal should be served before one could assume a full principalship.

c. Principals and staff at the local school should have more control over their own budgets, operating within guidelines set by the district office...

d. Principals should have more control over the selection and rewarding of teachers...

e. In order to give principals time to reflect upon their work and stay in touch with developments in education, a network of Academies for Principals should be established."

11. STRENGTHENING CONNECTIONS

a. "All states should establish a School-College Coordination Panel to define the recommended minimum academic requirements to smooth the transfer from school to public higher education.

b. Every high school in the nation should offer a 'university in the school' program and a variety of other arrangements...to permit able students to accelerate their academic programs.

c. Each college or university should form a comprehensive partnership with one or more secondary schools.

The following school-business partnerships are proposed:

a. Businesses should provide help for disadvantaged students through volunteer tutorial and family counseling service, and support special school and part-time apprenticeship experience for high-risk students.

b. Businesses should provide enrichment programs for gifted students...

c. Businesses can provide cash awards for outstanding teachers...

d. Corporate grants should provide sabbaticals to outstanding principals and a discretionary fund for principals to work with teachers on creative programs...

e. To help improve their physical plant and science laboratories, businesses should sponsor a facilities and equipment program..."

12. EXCELLENCE: THE PUBLIC COMMITMENT

"Finally, school improvement is dependent on public commitment. How we as a nation regard our schools has powerful impact on what occurs in them...

a. Parent-Teacher-Student Advisory Councils should be established at all schools. Further, a Parent Volunteer Program should be organized to tutor students, provide teacher aides, and other administrative, counseling, and clerical support.

b. Parents should become actively involved in school board elections, attend meetings, and be willing to serve as members of the school board.

c. Boards of education should hold special meetings with representatives of the schools in the districts...at least once a year.

d. A network of community coalitions--Citizens for Public Schools--should be formed across

the nation to give leadership in the advocacy of support for public education.

e. The states should recognize that their overriding responsibility to the schools is to establish general standards and to provide fiscal support, but not to meddle.

f. A new School Building and Equipment Fund should be established, a federal program that would provide short term, low interest loans to schools for plant rehabilitation and for the purchase of laboratory equipment. In the concluding remarks, this report emphasizes that not every one of the recommendations is appropriate for every school; rather, what is most important is that all high schools take steps to achieve excellence."

EXECUTIVE SUMMARY

TITLE 42nd Arizona Town Hall: Arizona Postsecondary Education in the Eighties

AUTHOR Education Commission of the States in conjunction with Arizona State University, Northern Arizona University, and the University of Arizona

DATE April 24-27, 1983

IMPETUS FOR THE STUDY

In 1966 the focus of Arizona Town Hall was higher education in Arizona. That is, the discussions and recommendations were limited to universities and community and private colleges. Because of changing economic conditions at both the state and national level, the continued increase in enrollments, with more part-time students, women, and minorities and older students, the changing demands of society with increased emphasis on technology, concerns about the preparedness of Arizona students and graduates, and the presence of "diploma mills" in the state, the 42nd Town Hall assembled at Rio Rico in 1983 to discuss and debate "issues relating to the direction postsecondary education is and should be taking the 1980's" (Arizona Postsecondary, p. ii).

METHOD

"For two days the four Town Hall panels assembled and debated issues relating to the direction postsecondary education is and should be taking in the 1980's" (ibid). One hundred twenty-seven people participated in the meeting. To facilitate the discussions, the Arizona Academy requested the Education Commission of the States (ECS) in conjunction with individuals from Arizona's three state universities to develop a research report on the subject. Additionally, the Education Commission of the States "prepared the introduction, overview chapter on postsecondary education and the final chapter on policy issues; reviewed the chapters prepared by Arizona authors to insure objective presentation; and compiled, edited, and produced the overall report" (op. cit., Letter of Transmittal). Five of the chapters in the report--"Understanding Postsecondary Education," "Structure, Organization, Governance of Arizona Postsecondary Education," "Purposes and Roles of Postsecondary Education," "Financing Postsecondary Education in Arizona," and "Public Attitudes Toward Postsecondary Education in Arizona"--and several of the addendums provide the reader with an understanding of postsecondary education in Arizona

and, to a lesser extent, postsecondary education in a national context. Chapter 6 identified key issues for the eighties; they are highlighted in the next section.

"Key Issues in Arizona Postsecondary Education in the Eighties" (op. cit., p. 107)

- Quality: Among the general population, there is a concern that the quality of education has been declining. This concern has lead elected representatives to explore the issue. Within Arizona, the universities are now allowed to require a particular pattern of courses in high school in addition to minimum entrance requirements. It is emphasized that "questions of quality should be related to institutional mission" and that "state-level policy makers cannot legislate quality" (op. cit., p. 109).

Some of the many important questions to ask about quality are as follows (ibid.):

- "Does Arizona need to place additional emphasis on quality concerns?
- What types of incentives would further stimulate the pursuit of quality?
- Do goals of access and quality conflict? What balance is appropriate for Arizona?"

PLANNING

Planning may be approached formally or informally. Arizona has, to date, effectively used the latter with legislative oversight. But, because of changing conditions, it is suggested that this basic approach might be reviewed.

Some of the many important questions to ask about planning are as follows (op. cit., p. 111).

- "Should the state have a formal statewide planning process to identify goals and provide overall policy direction?
- In an era of increasing fiscal constraints, are there adequate processes available to work out the difficult problems of establishing priorities and maintaining quality and access? "

GOVERNANCE

There is a great deal of variation in how the 50 states developed state-level governance structures for postsecondary education. "The 'right' answer in a given state depends on that state's history, current needs and future desires" (ibid.). "A major weakness of the current structure in Arizona is the ease with which out-of-state institutions can offer degree programs in the state and the lack of educational review of marginal institutions that incorporate for the purpose of selling degrees and diplomas. The state is known as a haven for 'degree mills,' a notoriety that detracts from an otherwise solid reputation" (op. cit., p. 112).

Some of the many questions to ask about governance are as follows (ibid):

- "Should the current state governance structure be changed?
- Should a single state agency be charged with the role of planning all segments of postsecondary education from a statewide perspective and with a view to the future?

- Is additional coordination among institutions desirable beyond present legislative mandate? If so, what is the best means to accomplish improved coordination?

- Do licensing requirements need to be strengthened?

a. for institutions in and out of state?

b. for off-campus and nontraditional programs? "

FINANCE

Unlike most other states, Arizona anticipates continued population growth and modest growth in higher education enrollments. Tuition issues continue to be important because of the traditionally low tuition in Arizona. The policy, for both in-state and out-of-state tuition, will continue to be the focus of attention.

Some of the many important questions to answer about finance are as follows (op. cit., p. 113):

- "Is the recent decline in the share of Arizona state revenues allocated to higher education a cause for concern in the future?

- Do students (both in-state and out-of-state residents) pay an appropriate share of the costs of higher education?

- Is student financial aid sufficient to overcome financial burdens for low-income students?

- Should financing policies be directly linked to quality considerations?"

RECOMMENDATIONS

The following is a summary of the recommendations of the Forty-second Arizona Town Hall (op. cit., p. xiii-xiv).

- "Formation of an ad hoc committee composed of representatives of Arizona's postsecondary institutions, knowledgeable community and industry members and legislators to review the recommendations of this Town Hall and re-examine the relationships, goals, and objectives of all segments of Arizona's postsecondary education system, reporting its findings to the Governor and to the Legislature.

- Increased coordination between the public and private sectors involved in postsecondary education.

- More active involvement between postsecondary institutions and business and industry in needs assessment and program delivery.

- Addressing present problems of the tenure system through periodic mandatory view, including student evaluation, incentives to improve performance, encouragement of the approval of an early retirement plan, and a study of any possible alternatives to tenure.

- Legislative action to address the problems of Arizona's diploma mills.

- Greater emphasis in elementary and secondary schools on reading, writing, and other communication skills, mathematics and science.

- Shared responsibility by parents and educators to raise the graduation requirements from elementary and

secondary schools and to encourage and set goals and standards for achievement.

- Improved career counseling for all students.
- Increase of university admission standards by the Board of Regents.
- Maintenance of strict academic standards for all students.
- Continuation and strengthening of the honors program for gifted students.
- Encouragement of Arizona's brightest students to enter the teaching profession.
- Better organization and management of existing financial aid funds and better dissemination of information to students about existing sources of financial aid.
- Encouragement of out-of-state and foreign students to attend Arizona's postsecondary institutions.
- No creation of new four-year institutions or establishment of four-year programs with Arizona's community college system at this time."

EXECUTIVE SUMMARY

TITLE Transforming the State role in Undergraduate Education: Time for a Different View

AUTHOR The Working Party on Effective State Action to Improve Undergraduate Education, Education Commission of the States

DATE July 1986

IMPETUS FOR THE STUDY

"The commissioners of the Education Commission of the States want to know what constitutes effective state action to improve undergraduate education" (Transforming, p.2).

METHOD

Not specified.

Challenges facing the nation's colleges and universities and brief explanations are listed below (op. cit., pp. 11-20):

1. "TO PREPARE STUDENTS FOR THE WIDE RANGE OF OPPORTUNITIES OFFERED BY A CHANGING WORK FORCE AND SOCIETY.

- Students' educational and career aspirations are no longer consistent with what is increasingly considered necessary preparation for graduate or professional studies, work and lifelong learning. Nor are most undergraduate programs preparing students for citizenship and social responsibility in a world made extraordinarily complex by issues such as nuclear proliferation, genetic engineering and urban renewal. These issues cannot be left entirely to specialists; they require the informed judgment of educated citizens.

2. TO IMPROVE STUDENTS' PREPARATION FOR COLLEGE.

- Too many students are entering college without the knowledge, skills and attitudes necessary for success in college. This gap will inevitably

widen as the nation changes its expectations about what people should know.

3. TO IMPROVE OVERALL RATES OF COLLEGE PARTICIPATION AND COMPLETION.

- o College participation and completion rates, especially for minorities, are declining at a time when educational attainment should be rising.

4. TO MEET THE EDUCATIONAL NEEDS OF AN INCREASINGLY DIVERSE STUDENT POPULATION.

- o Dramatic changes in student demography can no longer be accommodated by undergraduate programs initially designed for a more affluent, homogeneous student population.

5. TO BUILD GREATER STUDENT INVOLVEMENT IN THE UNDERGRADUATE EXPERIENCE.

- o Current educational policies and practices do not ensure active student involvement in the undergraduate experience. Nor do they reflect what is known about effective teaching and learning.

6. TO IMPROVE ASSESSMENT OF STUDENT AND INSTITUTIONAL PERFORMANCE.

- o The need to use assessment to improve teaching and learning is not reflected in current policies and practices.

7. TO MOTIVATE FACULTY AND REWARD THEM FOR IMPROVING UNDERGRADUATE EDUCATION.

- o The current reward system and working environment do not support faculty involvement in undergraduate education or its improvement.

8. TO CARRY OUT MORE SHARPLY DEFINED INSTITUTIONAL MISSIONS.

- o The need to define institutional missions more sharply is not reflected in current policies and practices at both state and institutional levels."

RECOMMENDATIONS

Five broad strategies for addressing the challenges facing higher education are presented below. Under the broad strategies are listed 22 specific recommendations (op. cit., pp. 22-34). The recommendations are intended for state leaders and designed to assist them in transforming the state role in higher education to meet the aforementioned challenges.

"PLACE THE CHALLENGES FACING UNDERGRADUATE EDUCATION ON THE PUBLIC AGENDA.

1. Improve public awareness of the importance of undergraduate education.

2. Find out how challenges facing undergraduate education manifest themselves in the state.

3. Expect higher education boards and agencies to ask broad questions, provide direction and promote improvement in undergraduate education.

4. Sponsor statewide forums about undergraduate education.

5. Consult faculty on key issues.

6. Find out what alumni and former students think about their undergraduate experiences.

7. Urge professional associations, accrediting bodies and employers to speak out on what constitutes necessary preparation for work.

INCORPORATE THE IMPROVEMENT OF UNDERGRADUATE EDUCATION INTO COMPREHENSIVE STATE STRATEGIES FOR EXCELLENCE IN EDUCATION.

8. Inform students of new or revised standards for admission and give them the resources and time they need to meet those standards.

9. Match requirements for remediation with support for remediation.

10. Consider establishing 'early assessment' programs.

11. Encourage schools and colleges to provide educational alternatives for 16-year-old students.

12. Strengthen programs for assessing the educational needs of new and returning students.

ENABLE COLLEGES AND UNIVERSITIES TO IMPROVE UNDERGRADUATE EDUCATION.

13. Delegate responsibility to institutional leaders, enable them to improve undergraduate education, and encourage creativity and risk taking.

14. Evaluate all state policies on higher education for their potential impact on undergraduate education.

15. Encourage institutions to strive for excellence that reflects their distinctive mission in undergraduate education.

16. Provide incentives to institutions for encouraging faculty to improve undergraduate education.

ALLOCATE RESOURCES TO COLLEGES AND UNIVERSITIES IN WAYS THAT CREATE A POSITIVE ENVIRONMENT FOR CHANGE.

17. Find out how current funding policies affect the quality of undergraduate education.

18. Rely more on incentives and less on regulation to promote improvement.

19. Give institutions (and/or campuses) financial/management flexibility and eliminate negative incentives for improvement.

20. Curb the expansion of student indebtedness.

ENCOURAGE THE USE OF MULTIPLE METHODS OF ASSESSMENT TO IMPROVE STUDENT AND INSTITUTIONAL PERFORMANCE.

21. Monitor the effectiveness of the state's system o higher education in meeting state goals for undergraduate education; report results periodically.

22. Encourage each institution to develop its own 'indicators of effectiveness' in undergraduate education; report results periodically."

EXECUTIVE SUMMARY

TITLE Searching for Academic Excellence: Twenty Outstanding Colleges and Their Leaders

AUTHORS Gilley, Fulmer and Reithlingshoefer

DATE 1986

IMPETUS FOR THE STUDY

"Our motives for writing this book arose from a deep concern for higher education in America today, and for its future. The book focuses primarily on the question of where the leadership, desperately required as America and its colleges and universities move toward the twenty-first century, is to be found" (Searching, p. v).

METHOD

In 1984 the authors began to search for a broad array of institutions that were "on-the-move". To identify these colleges, letters were sent to thirty prominent educators asking for nominations of schools they considered "moving toward new levels of excellence or effectiveness" (op. cit., p. 8). Twenty-four replies were received which contained a total of 112 nominations. Discussions with the Advisory Committee and others were undertaken to identify criteria for the selection of the finalists. Strong reasons for the nomination and nomination by more than one person, reduced the list to fifty-two institutions. Information was requested from this latter group, and forty-two institutions responded. Thirty colleges and universities were selected as candidates for field study after the materials they provided were reviewed. Because of time constraints, logistics and redundancy, nine of the thirty institutions were not visited. Of the remaining twenty-one institutions, one was used as a test site for the study. Field visits to the twenty institutions selected, including Northern Arizona University and the Maricopa Community College district, and institutional reports provided the data from which the authors delineated "a set of characteristics common to most of the institutions" and "a separate group of common characteristics describing the presidents of these schools" (op. cit. p. 11).

FINDINGS

(op. cit., pp. 11-12):

1. "In the twenty institutions we visited, there was not one instance of a state coordinating board level initiative that improved quality: promoted efficiency; addressed a major societal or educational issue; encouraged an institution to seek new levels of excellence; or anticipated trends or issues...

2. Despite the great variety in size, mission, control, and location, we found ten characteristics that are each common to a least three-fourths of the twenty institutions. (These ten fundamentals follow this section of the summary.)

3. At practically all of these twenty colleges and universities, the motivating forces responsible for the attainment of new levels of effectiveness, excellence, and recognition were location, adversity, and most importantly, leadership. Leadership was in fact a strong force present in every one of the

institutions.

4. We discovered, quite unexpectedly, that most of the leaders of these schools brought with them to the presidency a special quality, a unique preparation for the position, a conceptual framework on which to build their administration. That quality we labeled the parallel perspective...

5. Finally, we discovered nine emerging administrative trends among the twenty successful institutions, practices that may be harbingers of the future in higher education..."

TEN FUNDAMENTALS OF THE ON-THE-MOVE INSTITUTIONS

1. STRATEGIC MISSION ORIENTATION

   In these 20 institutions a statement of direction and the anticipated future were an element of official policy and the mission statement was known and continuously discussed throughout the institution. "The future academic character of the school is delineated in this document and the school's ambitions are clearly state. The document addresses contemporary issues and concerns and cultivates external support for the school: but, above all else, it takes a stand on the importance of quality, plainly showing that if its stated goals are achieved, the students themselves will reap the greatest benefits" (op. cit., p. 20).

2. SUPPORTIVE BOARDS OF TRUSTEES

   Although three types of boards existed among the sample and the board type determined the role, boards, in most cases, were viewed as highly supportive and an important factor in the perceived success of their respective institutions.

3. THE PRESIDENT

   Although the contributions of many individuals were recognized, the interviews with 300 community leaders, national higher education professionals, university presidents, deans, faculty, and students emphasized the key role presidents have played in the growth of these institutions. This conclusion is "in stark contrast to the findings of Clark Kerr in his recent Association of Governing Boards-sponsored study (1985)" (op. cit., p. 26).

4. TEAMWORK

   The institutions in this study, unlike many institutions of higher education, exhibited teamwork and the interaction of personnel throughout the institution. Top administrators assembled an administrative team shortly after assuming their current posts. It is important to note, however, that teamwork did manifest itself in different ways within the sample.

5. KEEPING AN EYE ON THE COMMUNITY

   Each of these institutions demonstrated a knowledge of their community and was effective at maintaining close relationships.

6. THE IDEA THAT INDIVIDUALS MAKE A DIFFERENCE

"We found an atmosphere allowing individuals throughout the institution to exercise initiative at all of our strategically oriented schools on the move" (op. cit., p. 34). Two factors were identified as critical to this atmosphere: a universally understood institutional development plan and administrators who encourage initiative and allow for mistakes.

7. COMMITMENT TO THE INSTITUTION

   There was a high degree of commitment by both faculty and staff to their institutions, and it was "expressed in pride, concern for students, and an emphasis on teaching in practically every case" (op. cit., 13).

8. CONCERN FOR FACULTY AND STUDENTS

   These institutions demonstrated an "almost familial interest in faculty and students; and there was an intense concern for the quality of education provided for students" (op. cit., p. 38).

9. OPPORTUNITY CONSCIOUSNESS

   "...opportunity consciousness is a characteristic found not only among presidents, but also among boards and faculty" (op. cit., p. 39). The missions at these institutions addressed the current societal concerns regarding higher education.

10. COMMITMENT TO QUALITY AND EXCELLENCE

    Each institution studied exhibited an intense commitment to quality and excellence. These institutions are reaching for lofty goals.

PRESIDENTIAL CHARACTER

Fourteen presidential qualities were identified as a result of this study.

1. INTELLIGENCE AND CREATIVITY

   "These leaders were constantly on the lookout for ideas that could have practical value for their school" (op. cit., p. 59).

2. FAR-RANGING VISION

   In almost every one of these individuals was "a perceptive awareness of campus needs, coupled with the ability to assess an idea and bring possibility and reality together" (ibid.).

3. PERSISTENCE

   This group exhibited a "dogged persistence" and the ability to adjust to changes as necessary.

4. SHAPING THE WORKING ENVIRONMENT

   Constantly shaping both the physical and psychological environments, these presidents can be categorized as proactive.

5. OPPORTUNITY CONSCIOUSNESS

   The presidents of these institutions attend to their environments, attitudes of people and the values of society, and then they use change to the advantage of their institutions.

6. BUILDING AND SUSTAINING A TEAM

   Administrative teams were assembled by the presidents just

after they were appointed.

7. FOSTERING GOOD PUBLIC RELATIONS

   These institutions had established good public relations and had high visibility in their state and local communities. "...all of these presidents have a knack for public relations" (op. cit., p. 63).

8. KEEPING THE DOOR OPEN

   The presidents of these institutions were open and accessible.

9. THROW THE BOOK OUT THE WINDOW

   It was found that these individuals were effective at delegating, cut across organizational lines to communicate, and were not overly concerned with organization.

10. A VISIBLE PRESENCE

    For the most part, the presidents maintained a high visibility on campus.

11. CONSERVATIVE GAMBLERS

    Most of these individuals "work feverishly to minimize risk at every step of the way" (op. cit., p. 65).

12. NO LITTLE NAPOLEONS

    "The key to the matter seems to be, for a leader, building a base of support early--gaining respect and acceptance by being low key, pleasant, and noncontroversial" (op. cit., p. 66).

13. COMPASSION

    These presidents were considered by individuals on their own campuses to be compassionate.

14. THE PARALLEL PERSPECTIVE

    "The most distinctive [quality] is a unique factor we call 'parallel perspective'...these leaders came to the presidency of these particular institutions with a highly developed conceptual framework on which to build a plan for moving their new institution forward" (op. cit., p. 14).

TRENDS IN ADMINISTRATIVE PRACTICES

The authors have identified the following prominent trends as a result of their observations (op. cit., pp. 81-2):

1. "The use of initiative as a strategic management tool is becoming common.

2. Three new power brokers are emerging on campus: the admissions, computer, and development offices.

3. Efforts to improve higher education are being instigated from the bottom up rather than the top down.

4. High priority is being given to image building.

5. The institutional exploitation of alternate financial resources is increasing.

6. Traditional management structures are being dismantled.

7. An intense focus on quality is developing.

8. Attention to strategic planning is on the rise.

9. Increasingly strong relationships with business and industry are becoming common."

IDEAS AND SUGGESTIONS FOR BOARDS, PRESIDENTS AND OTHERS

In this chapter the authors provide many specific recommendations for evaluating the position of an institution, a president, and developing steps for a president to get an institution back on track. The questions address four areas: "assessment of institutional movement; selecting a leader with the right qualifications and perspective; getting an institution moving; and suggestions for building 'on-the-move' qualities" (op. cit., p. 95).

EXECUTIVE SUMMARY

TITLE To Reclaim a Legacy: A Report on the Humanities in Higher Education

AUTHOR William J. Bennett

DATE November 1984

IMPETUS FOR THE STUDY

Not stated.

METHOD

A study group comprised of 31 prominent teachers, scholars, administrators, and authorities on higher education was assembled by William J. Bennett, Secretary of Education, in March 1984. The purpose of the study group was to examine the state of learning in the humanities in higher education. The group sought answers to three questions: "What is the condition of learning in the humanities; why is it as it is; and what, if anything, should be done about it?" (To Reclaim, p. i). To formulate answers to these questions the study group held three public meetings during the spring and summer of 1984. Additionally, the group relied on four kinds of information during their discussions (op. cit., p. ii):

- "Detailed descriptions of graduation requirements of fifteen colleges and universities representative of a diversity of institutions.

- Reports prepared by study group members on the humanities in secondary education, two-year colleges, and graduate schools.

- Papers written by individual members of the study group recommending ways to improve teaching and learning in the humanities.

- Data from several national studies and surveys pertaining to undergraduate education and to the humanities in general."

Secretary Bennett wrote the report, assumed full responsibility for its contents, but, simultaneously, he acknowledged the substantial degree to which the Study Group on the State of Learning in the Humanities in Higher Education informed this work.

GENERAL CONCLUSION

"Although more than 50 percent of America's high school graduates continue their education at American colleges, few of them can be said to

receive there an adequate education in the culture and civilization of which they are members" (op. cit., p.1).

SPECIFIC FINDINGS

- Many colleges and universities do not have a clear sense of the purpose of education or the importance of the humanities.

- "The humanities, particularly the study of Western civilization, have lost their central place in the undergraduate curriculum..." (To Reclaim, p.1).

- "A student can obtain a bachelor's degree from 75 percent of all American colleges and universities without having studied European history, from 72 percent without having studied American literature or history, and from 86 percent without having studied the civilizations of classical Greece and Rome" (op. cit., p.1-2).

- In 1966 approximately 90 percent of the colleges and universities required foreign language study for the bachelor's degree; by 1984, that figure had dropped to less than half.

- Many undergraduates take humanities courses only during their first two years of college.

- The numbers of students majoring in the humanities has declined since 1970.

- "Too many students are graduating from American colleges and universities lacking even the most rudimentary knowledge about history, literature, art, and philosophical foundations of their nation and their civilization" (op. cit., p. 2).

- The decline in learning in the humanities was caused in part by both college faculties and administrators.

a. Within the text of the report, the study group criticized institutions for employing part-time faculty and graduate students in teaching lower-division humanities courses (op. cit., p. 15).

RECOMMENDATIONS OF THE STUDY GROUP

(To Reclaim, p. 2)

- "The nation's colleges and universities must reshape their undergraduate curricula based on a clear vision of what constitutes an educated person, regardless of major, and on the study of history, philosophy, languages, and literature.

- Colleges and university presidents must take responsibility for the educational needs of all students in their institutions by making plain what the institution stands for and what knowledge it regards as essential to a good education.

- Colleges and universities must reward excellent teaching in hiring, promotion, and tenure decisions.

- Faculties must put aside narrow departmentalism and instead work with administrators to shape a challenging curriculum with a core of common studies.

- Study of the humanities and Western civilization must take its

place at the heart of the college curriculum. Suggestions for implementing these recommendations are contained in the body of the report."

EXECUTIVE SUMMARY

TITLE Choosing Quality: Reducing Conflict Between the State and the University

AUTHOR Frank Newman

DATE September 1987

IMPETUS FOR THE STUDY

"The decision to address this relationship [the relationship between the university and the state] grew out of discussions over the growing importance of state universities, the development of new forms of governance and the increasing concern that state efforts to manage universities were often counterproductive, preventing the very focus on quality that the public needs and that state government should want. From these discussions, we concluded that the nature of the relationship between the state and the university was of critical importance and yet was imperfectly understood. The need was to address this relationship practically and not just theoretically (Choosing, Prologue)."

METHOD

The literature on state governance of higher education was reviewed, discussions with many scholars were held, and case studies of state/university relationships were conducted through interviews with governors, legislators, budget officers, auditors, legislative staff, governors' policy aides, university presidents and former presidents, board members, executive officers of coordinating and governing boards, university vice presidents, deans and other university officials. The focus of this study was on the major state universities, of which there are approximately 100.

OBSERVATIONS

- The relationships between states and their universities vary greatly, ranging from constructive partnerships to antagonism and mutual distrust.

- The state often turns to the university for assistance with complex social issues and economic competition.

- The relationship between the state and the university is not fixed, but is the result of conscious decisions, and these decisions ultimately impact the level of quality of the university.

- "At its best, the relationship between the state and the state university is an appropriate effort by those elected and appointed to state office to set goals, allocate resources, hold accountable and encourage those who govern the state university. We have called this appropriate public policy. Inappropriate intrusion is characterized by attempts by those in state government (or the university) to interfere with the operation of the university either to serve ends that are questionable in themselves or to serve ends that may or may not be appropriate through means that are questionable" (op. cit., p. 2). It is

important to recognize, however, that intrusion may difficult to define or identify because inappropriate intrusion may evolve over time or lack documentation.

- Inappropriate intrusion takes three forms:

a. bureaucratic intrusion: This form of intrusion "stems from the overregulation of activities that are usually legitimate but by means that ultimately interfere with the ability of the university to perform its function in a timely, efficient and creative manner" (op. cit., p. 23).

b. ideological intrusion: "Ideological intrusion represents the attempt to interfere with the affairs of the university by preventing or insisting upon an activity on ideological grounds" (op. cit., p. 24).

c. political intrusion: This is the "interference in a decision to enhance the political interest of someone or some group in state government" (op. cit., p. 27).

- The relationship between he state and their universities is becoming more complex, is often ambiguous, and, in some cases, deteriorating. There is not a "typical" state but, rather, 50 different approaches to this relationship. "Some states have gradually developed a tradition of trust and positive interaction that has been a powerful aid in creating universities of high quality. In other states, the opposite has occurred. Inappropriate intrusion and failure of campus leadership has led to institutions of lesser quality" (op. cit., p. 36).

- Ten factors that cause intrusion have been identified; they are as follows (op. cit., p. 59):

1. "confusion over institutional missions, compounded by the unchanneled ambitions of some colleges and universities ;
2. overlap of institutions and programs and even a sense, in a few states, that there are too many colleges and universities;
3. a focus of boards and systems on administrative matters rather than policy;
4. a need for more effective leadership--at the campus, the system or board and at the state;
5. the desire of political leaders to force the university to respond to changes in the state's economy, geography and demography;
6. the tendency of some political leaders to look toward self-interest rather than public interest;
7. the desire of bureaucracies at all levels to exercise power;
8. patterns of funding and criticism that create counterproductive incentives for universities;
9. campus attempts to subvert the ordinary mode of governance to achieve short-term gains or to serve narrow self-interests; and
10. the failure of those on campus to take state leaders and state needs seriously."

- The university is unlike any other state agency because of the nature of teaching, learning and scholarship. To accomplish these ends, autonomy and flexibility are critical. Yet, there must be a system of checks and balances in a constructive relationship. "Left totally on its own, the university will evolve toward self-interest rather than public interest" (op. cit., p. 8).

- From the interviews, the author concluded that "there is a perception that the involvement of the state into the affairs of the university is growing" (op. cit., p. 9).

- "States need to develop a variety of policy tools that allow them to set the appropriate climate that draws the university toward quality...A range of options can provide the state with choices that better match means to goals--the elimination of out-moded bureaucratic controls that provide disincentives for institutions to assume responsibility for improving their internal management, state leadership in setting an agenda for reform, the initiation of state competitive grant programs that reward universities for entrepreneurial efforts to strengthen programs consistent with their missions, steps to inhibit efforts to circumvent the governance process by those within the university, public support of those academic leaders who take the risks that are part of building toward quality and the use of governing boards and multi-campus systems in ways that create a climate of excellence (op. cit., pp. 69-70)."

- The state must encourage initiatives for change from within the universities by creating the appropriate climate.

- The evidence suggests that three ingredients are necessary for building a constructive state/university relationship:

1. aspiration: This is the most important ingredient. It is the aspiration to have a university of high quality. Without the shared aspiration to build a first-rate university, it will not happen.

2. tradition: "...where the university is of high quality and where the state/university interaction is constructive, a web of relationships built up over time protects and encourages the university and yet ensures that the university is accountable. We call this web tradition. A tradition of constructive relationship may deteriorate or a tradition of poor relationship may be improved, but the latter takes conscious effort" (op. cit., p. 87).

3. leadership: Leadership must be exhibited by a variety of individuals in the university and the state. That is, these individuals must have a vision of a great university, a willingness to work to make the necessary changes, the ability to empower others, the willingness to take the necessary risks, and the ability to focus on excellence in the longterm.

Newman concludes with four sets of recommendations; they are as follows (op. cit., pp. 97-100):

WHAT MUST A UNIVERSITY DO TO BE GREAT?

1. "The university must have a sense of its niche, its particular role among other institutions of higher

education, its particular programs and characteristics in which it is outstanding...

2. While it must succeed at the task of research and graduate education, it must also devote the energy to excel at undergraduate education.

3. The university must create a climate that will attract a president, deans, faculty and students of high quality. It must be a place where people of diverse backgrounds involve themselves in teaching and learning, research and scholarship with the shared expectations of high standards. But the expectation of high standards must not stifle the taking of risk and the exploration of new ideas...

4. The university must move to ensure freedom for all points of view on campus...

5. Campus leadership must have the courage to set standards, evaluate results, eliminate outmoded or ineffective programs and search relentlessly for ways to improve.

6. The university must take those actions that are needed and responsible so that state frustration does not lead to inappropriate actions...

7. The essential exercise of institutional striving must take place within a clearly understood mission that is shared with the board and the state and must avoid constant attempts to subvert that mission for reasons of self-interest.

8. The university must take the state leadership seriously, must recognize the state has legitimate interests and an important role in higher education."

WHAT MUST A BOARD DO TO ENCOURAGE A UNIVERSITY TO GREATNESS?

1. "The agenda is an important key. Boards should be sure that their agenda focuses on policy and not on issues of daily management. A critical board function is to ask the hard but fundamental questions: Is quality improving? Is the quality of the faculty improving? Who is admitted and why? How does the administration know how much students are learning? How many of those who enter complete their studies? How many Blacks and Hispanics enter and complete?...

2. Boards must think about how their action will affect the presidents and other institutional leaders. They need to act in ways that encourage their chancellor or president to take intelligent risks in order to attack the difficult problems that stand in the way of reaching high quality, such as the reallocation of resources...

3. Boards need to spend some of their time seeing actual programs and real, live students...

4. A system of pre-screening of board appointments is essential to quality.

5. Boards need courage--courage to challenge the institutional leadership with the right questions; to challenge political leadership when inappropriate intrusion occurs; to challenge the state to address important problems through appropriate use of the higher

education system; and to be self-disciplined enough to avoid getting into the wrong issues."

WHAT MUST A SYSTEM DO TO ENCOURAGE A UNIVERSITY TO BE GREAT?

1. "The system must support and enhance campus leadership, including support of risk-taking and striving for quality.

2. The system must buffer the campuses from inappropriate intrusion and not create more of its own.

3. With the participation of the board, the campuses and the state government, the system must create clear, specific missions for each campus and enforce them.

4. The system must work out long-term corrections for geographic mismatches.

5. The system must provide the flexibility and autonomy necessary for campuses by delegating to them matters of daily administration.

6. The system must demand and get from the institutional leadership the answers to those critical questions that sum up to the accountability to the public and that allow the system to delegate the responsibility for daily administration to the campuses.

7. Where necessary, the system must campaign to eliminate unnecessary bureaucracy from the state or from itself.

8. The system must be a force for continuing change to ensure that the university continues to evolve to meet the needs of the state and that it constantly moves toward higher quality."

WHAT MUST THE STATE DO TO ENCOURAGE A UNIVERSITY TO GREATNESS?

1. "The state should create incentives to ensure needed decisions that should be made on campus are made there and resist the temptation to make them by legislative mandate...

2. It should take clear steps to reduce unnecessary regulation or cumbersome bureaucracy while defining more clearly campus responsibilities.

3. It should insist that the appropriate planning body establishes, with the participation of the campuses, clear, appropriate, understood and shared missions for each campus that meet the current and anticipated needs of the state.

4. The state government must support, by recognition and incentives, the differing missions and, by encouraging different pyramids of prestige, support the value of different types of institutions.

5. Legislators should avoid joining with local campuses to subvert a rational statewide plan for the development of higher education.

6. The state government should ensure that the form of funding for the university meets state purposes and does not create wrong incentives or punish sensible

behavior.

7. The governor and legislators must support boards, chancellors and presidents who take the risks inherent in building a great and responsive university and analyze state actions to prevent unthinking disincentives to risk-taking.

8. The state should set the agenda for quality by actions and speeches of the governor and legislators...

9. Those in state government should use information wisely by monitoring the more important issues that bear on public needs...taking care to obtain relevant data and recognizing the need for multiple and nonsimplistic indicators.

10. The state must believe in and insist on a university of quality."

EXECUTIVE SUMMARY

TITLE Higher Education and the American Resurgence

AUTHOR Frank Newman

DATE 1985

IMPETUS FOR THE STUDY

Elementary and secondary schools have been the focal point of educational reform in recent years. Now, that focal point has shifted to higher education, and both the purposes and quality of higher education are being questioned. This report was intended to extend and deepen these debates.

METHOD

A panel comprised of seven people engaged in discussions, reviewed drafts, searched out information, and provided many insights, but the final report was written by Frank Newman. In addition to the work of the panel, a research team was assembled, and discussions were held with hundreds of people around the country--faculty, researchers, business leaders, students, librarians, government officials, and administrators of programs. Finally, many discussions were held with the Carnegie Foundation Board.

FINDINGS

- "The most critical demand is to restore to higher education its original purpose of preparing graduates for a life of involved and committed citizenship. It is a need which arises from the unfolding array of societal issues of enormous complexity and seriousness--issues such as how to accelerate the integration of growing and diverse minorities, how to control the continuing proliferation of nuclear arms, how to reduce the dangers of toxic wastes" (Resurgence, p. xiv).

- The most visible demand is the need to become more effective economically. American must be able to compete in an international economy.

- "We must all recognize the demands that the American role of leadership in the world places on higher education--leadership in the best and fullest sense of that word. Economic leadership is involved, as is scientific and technological leadership. But more is involved--cooperative efforts at home and

abroad, a willingness to face the difficult social and political problems, and a determination to work toward constructive solutions" (op. cit., p. xvi).

CRITICAL ASSUMPTIONS

- Access: Access must include not only entry into higher education by members of minority groups, but it must focus on outcomes as well. Higher education must do a better job of drawing people from all segments of society into programs that will lead to positions of leadership in the country.

- Oversupply: There has been a concern as to whether there will be enough good jobs for college graduates. Current trends of jobs and degrees indicate an improving market for graduates. The significant issues are, however, "whether education makes a difference in the quality of life of those who attend, and whether graduates feel empowered--ready to remake the world they find" (op. cit., p. xvii).

- Expertise: "Much attention has been focused on whether higher education is graduating a large enough pool of technically trained manpower to meet the needs of an advanced technological society. We believe the answer is probably yes. A more urgent question is whether graduates, in all fields, have the ability to be innovative, the will to take the necessary risks, the capacity for civic responsibility, and the sensitivity to the international nature of the world to be effective in today's society" (ibid.).

- Research: The academy must be at the forefront in both research and technology if the United States is to remain competitive. "Universities have accepted their role in the generation of research, but have been slower, except in a few selected fields, to accept their role in the development of new technologies" (ibid).

- Funding: The pressing problem in the higher education community is not more funding, although more funding is needed in many areas, but the use of the resources that are currently available.

Policy Recommendations for Assisting American Higher Education to Meet its Expanded Responsibilities

- "Students must become more actively involved in their own learning" (op. cit., p. xviii). The opportunities for involvement are not limited to the academic process but include work and internships.

- "In order to encourage students to engage in community service as well as to meet critical social needs, more student aid should be given in return for community service" (ibid.). A Public Service Fellows program for teaching should be established to help meet the shortage of math and science teachers and teachers willing to work in urban areas.

- The use of merit as a means of determining aid should not be allowed to detract from need-based and service-based aid.

- The sum of student aid programs should be expanded. Pell grants

and work-study programs should be the cornerstone of student aid to insure access to those of limited incomes.

- "The balance among the differing types of student aid programs should be altered so that public service programs are increased; Pell grants increased; work-study expanded in both volume and in the scope of jobs provided; and loans reduced as a means of financing students" (op. cit., p. xix).

- Work-study should be expanded to include a larger portion of those that receive aid; the significance of the jobs increased; and institutions encouraged to use 20 percent of their work-study funds for public service. Additionally, it is recommended that a competitive grant program be introduced in which institutions would propose ways of employing undergraduate students in more responsible, active jobs.

- "The rapidly increasing dependence on loans as a means of financing students is alarming and must end"... (ibid.).

- In addition to restoring the GI Bill, a program similar to the GI Bill should be established in which student aid is provided in return for community service.

- "To improve minority participation in higher education, we propose that a new agency be created, the National Opportunity Fund...specifically designed to support competitive programs for disadvantaged students..." (op. cit., p. xx).

- The opportunities for international study should be expanded. Specifically, the Fulbright program should provide fellowships for an exchange of undergraduate and immediate postgraduate students; for exchange of high school teachers on a regular basis; for recruiting of faculty for Latin America, Africa and Southeast Asia. Institutions should create opportunities for an increased share of their students to study abroad.

- The current balance between targeted and centralized research is appropriate. "All federal support of any nature for university research should be based on careful measures of merit with primary dependence on peer review" (ibid.).

- "The total support for basic research should continue to grow. Within that total, the share of all basic research funds devoted to economic developments should be increased, that for health sciences should be held at its present level, and that for defense should be decreased" (ibid.).

- "The basic diversity of research laboratories should be retained" (ibid). More funds should go toward university laboratories and less toward federal laboratories; and ineffective centers or programs, particularly federal laboratories, or those with unclear missions should be eliminated.

- "The National Science Foundation and the mission agencies should expand their support of university-based applied research. NSF should continue to fund new university/industry research centers,

encouraging competing approaches..." (op. cit., p. xxi).

- The primary responsibility to improve instrumentation and facilities should be assigned to the National Institutes of Health and the National Science Foundation, and some part of their funding should be targeted for instrumentation for developing institutions. Further, "funding agencies should allow universities to set aside a fixed percent, up to 10 percent, of research overhead expenses to be placed in a fund for future instrumentation needs" (ibid.).

- "Four regional periodical centers, run as consortia by the major research libraries, should be established in order to provide immediate delivery, often electronic, of articles and other materials" (ibid). A group, comprised of key administrators, library and government personnel, should work toward developing a model for the next generation of scholarship information systems.

- "The National Science Foundation program of grants for engineering, computer science, and related graduate fellowships should be funded for a period of five years. The grants should be concentrated on the first three years of the student's graduate experience..." (op. cit., p. xxii).

- "The federal government should allow each university to retain a sum of up to 3 percent of the overhead recovery of federal research grants, up to a maximum of $500,000, for the purposes of seed money to fund new researchers just getting started or those researchers beginning a new field of research and unable as yet to attract funds" (ibid.). Foundations and corporations are urged to provide some funds for new researchers to counteract the tendency to support only known people in established fields.

EXECUTIVE SUMMARY

TITLE A Nation at Risk: The Imperative for Educational Reform

AUTHOR The National Commission on Excellence in Education

DATE April 1983

REASON FOR THE STUDY

On August 1981, the Secretary of Education, T.H. Bell, created the National Commission on Excellence in Education and directed it to examine the quality of education in the United States. The impetus for creating the 18 member commission was the Secretary's concern about the public perception that "something is seriously remiss in our educational system" (A Nation, p. 1).

CONDITION AT THE TIME OF THIS REPORT

"...the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people" (op. cit., p.5).

The Commission's specific charges included (op. cit., pp. 1-2):

- assessing the quality of teaching and learning in our Nation's public and private schools, colleges, and universities;

- comparing American schools and colleges with those of other advanced nations;

- studying the relationship between college admissions requirements and student achievement in high school;

- identifying educational programs which result in notable student success in college;
- assessing the degree to which major social and educational changes in the last quarter century have affected student achievement; and

- defining problems which must be faced and overcome if we are successfully to pursue the course of excellence in education.

METHOD

The Commission relied primarily upon five sources of information:

- "papers commissioned from experts on a variety of issues" (op. cit., p. 2);

- eight meetings of the full Commission, six public hearings, two panel discussions, a symposium, and regional meetings at which teachers, administrators, students, parents, representatives of professional and public groups, business leaders, scholars and public officials testified;

- "existing analyses of problems in education" (ibid.);

- letters with extensive comments from citizens, teachers, and administrators; and

- "descriptions of notable programs and promising approaches to education" (op. cit., p. 3).

SPECIFIC FINDINGS

FINDINGS REGARDING CONTENT

- The proportion of students taking general track courses increased from 12 percent in 1964 to 42 percent 1979.

- A combination of extensive student choice and the curricular smorgasbord explains much of the current situation. For example, only 6 percent of all high school students complete calculus, although 60 percent enroll; only 31 percent of recent high school graduates have completed intermediate algebra.

- Twenty-five percent of the credits earned by general track high school students are in health, personal development, remedial coursework, and work experience.

FINDINGS REGARDING EXPECTATIONS

- Expectations are communicated to students explicitly through high school graduation requirements and college admissions requirements. Implicitly, expectations are communicated by grades and the level of mastery of subject matter they represent, by the presence or absence of rigorous examinations before receiving a diploma or degree, and by the difficulty of the subject matter in assigned readings and texts.

- "The amount of homework for high school seniors has decreased...and grades have risen as average student achievement has been declining" (op. cit., p. 19).

- "In many other industrialized nations, courses in mathematics, biology, chemistry, physics, and geography start in grade 6 and are required of all students" (op. cit., p. 20).

- A 1980 survey revealed that only eight States require high schools to offer foreign language instruction but none requires the students to take the courses. "Thirty-five States require only 1 year of mathematics and 36 require 1 year of science for a diploma" (ibid.).

- "In 13 States, 50 percent or more of the units for graduation may be electives chosen by the student" (ibid.).

- Minimum competency examinations, required in 37 States, have tended to become the maximum.

- One-fifth of all public four-year colleges must accept every high school graduate within the state regardless of the program followed or grades.

- The general level of selectivity, at 23 percent of the more selective institutions, declined during the 1970s.

- During the past decade a large number of texts have been "written down" by publishers.

- A recent study indicated that a majority of students could master 80 percent of the subject-matter texts before they had opened the books.

- During the past 17 years, the expenditures for instructional materials and texts have declined 50 percent.

FINDINGS REGARDING TIME

(op. cit., p. 21):

- "Compared to other nations, American students spend much less time on school work.

- The time spent in the classroom and on homework is often used ineffectively.

- Schools are not doing enough to help students develop either the study skills required to use time well or the willingness to spend more time on school work."

FINDINGS REGARDING TEACHING

- "Not enough of the academically able students are being attracted to teaching. Too many teachers are being drawn from the bottom quarter of graduating high school and college students" (op. cit., p. 22).

- Teacher preparation programs need substantial improvement. The curriculum is often heavily weighted with educational methods courses at the expense of courses in subjects to be taught.

- Teachers salaries are low, and many are required to supplement their income with part-time and summer work. In addition, teachers have little influence in critical professional decisions.

- Although there may be an overpopulation of teachers in general, severe shortages exist in mathematics, science, foreign languages, and special education.

- "Half of the newly employed mathematics, science, and English teachers are not qualified to teach these subjects" (op. cit., p. 23).

RECOMMENDATIONS

Each of the recommendations, except for teaching, is followed by a number of implementing recommendations in the original report. The implementing recommendations have been omitted below.

CONTENT

"We recommend that State and local high school graduation requirements be strengthened and that, at a minimum, all students seeking a diploma be required to lay the foundations in the Five New Basics by taking the following curriculum during their 4 years of high school:

(a) 4 years of English;

(b) 3 years of mathematics;

(c) 3 years of science;

(d) 3 years of social studies; and

(e) one-half year of computer science.

For the college-bound, 2 years of foreign language in high school are strongly recommended in addition to those taken earlier" (op. cit., p. 24).

STANDARDS AND EXPECTATIONS

"We recommend that schools, colleges, and universities adopt more rigorous and measurable standards, and higher expectations, for academic performance and student conduct, and that 4-year colleges and universities raise their requirements for admission. This will help students do their best educationally with challenging materials in an environment that supports learning and authentic accomplishment" (op. cit., p. 27).

TIME

"We recommend that significantly more time be devoted to learning the New Basics. This will require more effective use of the existing school day, a longer school day, or a lengthened school year" (op. cit., p. 29).

TEACHING

"This recommendation consists of seven parts. Each is intended to improve the preparation of teachers or to make teaching a more rewarding and respected profession. Each of the seven stands on its own and should not be considered solely as an implementing recommendation" (op. cit., pp. 30-31).

1. "Persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching, and to demonstrate competence in an academic discipline...

2. Salaries for the teaching profession should be increased and should be professionally competitive, market-sensitive, and performance-based. Salary, promotion, tenure and retention should be tied to an effective evaluation system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated.

3. School boards should adopt an 11-month contract for teachers. This would ensure time for curriculum and professional development, programs for students with special needs, and a more adequate level of teacher compensation (op. cit., p. 31).

4. School boards, administrators, and teachers should cooperate to develop career ladders for teachers that distinguish among the beginning instructor, the experienced teacher, and the master teacher (ibid.).

5. Substantial nonschool personnel resources should be employed to help solve the immediate problem of the shortage of mathematics and science teachers. Qualified individuals including recent graduates with mathematics and science degrees, graduate students, and industrial and retired scientists could, with appropriate preparation, immediately begin teaching in these fields... (ibid.).

6. Incentives, such as grants and loans, should be made available to attract outstanding students to the teaching profession, particularly in those areas of critical shortage" (ibid.).

7. Master teachers should be involved in designing teacher preparation programs and in supervising teachers during their probationary years" (ibid.).

LEADERSHIP AND FISCAL SUPPORT

"We recommend that citizens across the Nation hold educators and elected officials responsible for providing the leadership necessary to achieve these reforms, and that citizens provide the fiscal support and stability required to bring about the reforms we propose" (ibid).

EXECUTIVE SUMMARY

TITLE Involvement in Learning: Realizing the Potential of American Higher Education

AUTHOR Study Group on the Conditions of Excellence in American Higher Education

DATE October 1984 .

IMPETUS FOR THE STUDY

The work done by the National Commission on Excellence in Education, in addition to stimulating reform at the elementary and secondary levels, highlighted the ways in which higher education influences other levels of education. The report also focused attention on the need for using the results of research to inform debates concerning the improvement of higher education. Specifically, the National Institute of Education wanted to know,

1) "how current knowledge about higher education could be enhanced, and

2) how the findings of research could be utilized by students, faculty, deans, college presidents, trustees, legislators, and others in their improvement efforts" (Involvement, p. ix).

To formulate the answers to these questions, a study group comprised of seven individuals, each with extensive experience in both the practice and study of higher education, was assembled.

METHOD

The study group functioned as a seminar. Reports, archives, and material from other commissions were studied; educators and researchers were consulted. Additionally, staff studies and a few commissioned papers aided the study group.

The values underpinning the discussions, analyses, conclusions and recommendations of the Study Group on the Conditions of Excellence in American Higher Education were as follows.

1. "The United States must become a nation of educated people. Its citizens should be knowledgeable, creative, and open to ideas. Above, all, they must learn how to learn so they can pursue knowledge throughout their lives and assist their children in the same quest" (op. cit., p. 2).

2. To achieve this goal higher education should provide increased opportunities for intellectual, cultural, and personal growth.

3. America must avoid wasting human potential. To that end, the college dropout rate must be reduced and access to higher education needs to be provided to Americans who are undereducated.

4. To achieve true equity, all Americans must have access to quality higher education.

5. "To assure excellence, our colleges, community colleges, and universities should establish and maintain high standards of institutional performance. These results ('or outcomes') of the education offered by these institutions must be measured against their clearly and publicly articulated standards of performance" (op. cit., p. 3).

6. Diversity in the missions of the institutions, composition of the students, faculty and administrative bodies of our colleges and universities should be preserved.

7. Institutions of higher education should promote excellence without fiscal extravagance.

SPECIFIC FINDINGS

This report reviewed the scope and impact of-, growth and change in-, and warning signals of higher education. This information, along with the shared values, provides the foundation upon which the recommendations are constructed.

- The Scope and Impact of Higher Education

a. In 1984, colleges, community colleges and universities enrolled more than twelve million students, employed almost two million workers, and accounted for three percent of the GNP.

b. The twelve million students were a diverse group: more than half were women, one in every six was a member of a minority group, two out of five were over twenty-five, and fewer than three in five attended full time.

c. Three out of every five high school graduates enrolled in college.

d. Institutions have taken on many functions in response to demands for a more highly educated labor

force: research, vocational training, graduate and professional education, adult basic education and remediation, continuing education, intellectual stimulation for the general public, and in some cases public service.

- Growth and Change in Higher Education:

a. During the past few decades, higher education has undergone dramatic changes. Between 1950 and 1984 enrollments increased almost 400 percent, and the number of institutions increased by nearly 60 percent.

b. Change has occurred in other areas of colleges and universities as well: the educational practices and technology, relationships between the students and the institution, between faculties and their institutions, and in the governance and organization of institutions.

- Warning signals from a number of areas--student achievement, undergraduate programs and degrees, faculty, the condition of institutions, and requirements and standards--have indicated that higher education is experiencing problems.

a. Student Achievement

1. "One out of eight highly able high school seniors does not choose to attend college" (op. cit., p. 8).

2. "Only half of the students who start college with the intention of getting a bachelors degree actually attain this goal" (op. cit., p. 9).

3. Average scores on eleven of fifteen Subject Area Tests of the GRE declined between 1964 and 1982.

b. Undergraduate Programs and Degrees

1. "Increasing numbers of undergraduates are majoring in narrow specialties..." (ibid.).

2. Between 1971 and 1982 the proportion of bachelor's degrees awarded in arts and sciences dropped from 49 percent to 36 percent. Likewise, community colleges awarded a smaller proportion of degrees in arts and sciences.

3. "...Since 1977 the proportion of entering freshmen intending to major in the physical sciences has declined by 13 percent, in humanities by 17 percent, in the social sciences by 19 percent, and in the biological sciences by fully 21 percent" (op. cit., p. 10).

4. Accreditation standards for undergraduate professional programs have often established barriers to liberal learning by requiring too many credits in the professional specialty.

c. Faculty

1. "College and university faculty have lost 20 percent of their purchasing power in the past decade..." (ibid.).

2. "The proportion of faculty who teach part-time increased from 23 percent in 1966 to 41 percent in 1980..." (op. cit., p. 11).

3. The proportion of entering freshmen

intending to pursue careers as college professors declined 89 percent between 1966 and 1982.

d. Conditions of Institutions

1. "Since 1970 the average headcount enrollment of all institutions has expanded by 25 percent" (op. cit., p. 11). The increase in size has reduced the opportunities for student involvement and contact between faculty and students.

2. As of 1984, deferred maintenance and inadequate funding had resulted in widespread deterioration of the physical plant and equipment of American colleges and universities.

3. In both the public and private sector, Education and General Revenues, as of this date, were, to a large degree, enrollment driven. This pattern of funding makes institutions vulnerable to enrollment declines and trends.

e. Requirements and Standards

1. While fourteen out of fifty state systems have raised their admission requirements and standards, they have not raised graduation requirements or standards. Increasing admission requirements, such as the years of high school study in basic academic disciplines, may have a beneficial influence on the preparation of entering freshmen. Simply raising the cutoff scores on standard tests or the required grade point average is, however, an inappropriate response.

2. Most American colleges and universities award degrees based on the accumulation of the requisite number of credits in liberal education, the major and elective, and grade point average. "...But credits do not indicate the academic worth of course content" (op. cit., p. 13).

3. A 1978 survey of 208 institutions preparing for accreditation visits revealed that only one-third had generated or examined data on student learning and growth, twenty-three percent examined students' knowledge in their major field, and fourteen percent looked at students' mental development.

RECOMMENDATIONS

The Study Group identified three requirements for achieving excellence in undergraduate education (op. cit., pp. 15-16):

1. "That institutions of higher education produce demonstrable improvements in student knowledge, capacities, skills, and attitudes between entrance and graduation;

2. That these demonstrable improvements occur within established, clearly expressed, and publicly announced and maintained standards of performance for awarding degrees based on societal and institutional definitions of college level academic learning; and

3. That these improvements are achieved efficiently, that is that they are cost-effective in the use of student and institutional resources of time, effort, and money."

Further, the study group identified three areas--student involvement, high

expectations, and assessment and feedback--in which the application of existing knowledge could significantly improve the quality of undergraduate education. Twenty of the twenty-seven specific recommendations, listed below, are grouped under the aforementioned three areas; the remaining recommendations are addressed to graduate schools, external agencies and the research community.

RECOMMENDATIONS FOR INCREASING STUDENT INVOLVEMENT

(op. cit., pp. 25-36):

1. "College administrators should allocate faculty and other institutional resources toward increased service to first- and second-year undergraduates.

2. Faculty should make use of active modes of teaching and require that students take greater responsibility for their learning.

3. Learning technologies should be designed to increase, and not reduce, the amount of personal contact between students and faculty on intellectual issues.

4. All colleges should offer a systematic program of guidance and advisement that involves students from matriculation through graduation. Student affairs personnel, peer counselors, faculty, and administrators should all participate in this system on a continuing basis.

5. Every institution of higher education should strive to create learning communities, organized around specific intellectual themes or tasks.

6. Academic and student service administrators should provide adequate fiscal support, space, and recognition to existing cocurricular programs and activities for the purposes of maximizing student involvement. Every attempt should be made to include part-time and commuter students in these programs and activities.

7. Academic administrators should consolidate as many part-time teaching lines into full-time positions as possible."

RECOMMENDATIONS FOR REALIZING HIGH EXPECTATIONS

(op. cit., pp. 39-52):

8. "Faculties and chief academic officers in each institution should agree upon and disseminate a statement of the knowledge, capacities, and skills that students must develop prior to graduation.

9. All bachelor's degree recipients should have at least two full years of liberal education. In most professional fields, this will require extending undergraduate programs beyond the usual four years.

10. Liberal education requirements should be expanded and reinvigorated to ensure that (1) curricular content is directly addressed not only to subject matter but also to the development of capacities of analysis, problem solving, communication, and synthesis, and (2) students and faculty integrate knowledge from various disciplines.

11. Each institution should examine and adjust the content and delivery of the curriculum to match the knowledge, capacities, and skills it expects students to develop.

12. Community colleges, colleges, and universities should supplement the credit system with proficiency assessments both in liberal education and the student's major as a condition of awarding degrees

13. Institutions should offer remedial courses and programs when necessary but should set standards and employ instructional techniques in those programs that will enable students to perform well subsequently in college-level courses.

14. In rewarding faculty through retention, promotion, tenure, and compensation, all college officials directly responsible for personnel decisions should both define scholarship broadly and demand that faculty demonstrate that scholarship.

15. College presidents should strive to ensure that the behavior of their institution evidences the ideals of honesty, justice, freedom, equality, generosity, and respect for others--the necessary values of community."

RECOMMENDATIONS FOR ASSESSMENT AND PROVIDING FEEDBACK

(op. cit., pp. 55-61):

16. "Faculty and academic deans should design and implement a systematic program to assess the knowledge, capacities, and skills developed in students by academic and cocurricular programs.

17. In changing current systems of assessment, academic administrators and faculty should ensure that the instruments and methods used are appropriate for (1) the knowledge, capacities, and skills addressed (2) the stated objectives of undergraduate education at their institutions.

18. Faculty should participate in the development, adoption, administration, and scoring of the instruments and procedures used in student assessment and, in the process, be trained in the ways of using assessment as a teaching tool.

19. College officials directly responsible for faculty personnel decisions should increase the weight given to teaching in the processes of hiring, and determining retention, tenure, promotion, and compensation, and should improve means of assessing teaching effectiveness.

20. Student evaluations of academic programs and the learning environment should be conducted regularly. The results should be widely disseminated as a basis for strengthening the quality of undergraduate baccalaureate education."

RECOMMENDATIONS TO GRADUATE SCHOOLS

(op. cit., pp. 64-65):

21. "To balance the specialization of graduate training in the disciplines, graduate departments should require applicants for admission to

present evidence of a broad undergraduate liberal arts education.

22. Graduate deans and department chairs should develop ways of helping prospective faculty in all disciplines (1) to learn about the history, organization, and culture of American higher education and (2) to develop their understanding of teaching and learning."

RECOMMENDATIONS TO EXTERNAL AGENCIES

(op. cit., 67-71):

23. "State and system-level officials should minimize the intrusions of administrative and fiscal agencies into the daily and routine operations of public colleges, community colleges, and universities.

24. Accrediting agencies should hold colleges, community colleges, and universities accountable for clear statements of expectations for student learning, appropriate assessment programs to determine whether those expectations are being met, and systematic efforts to improve learning as a result of those assessments.

25. State officials should establish special and alternative funding for both public and private institutions to encourage efforts that promote student involvement and institutional assessment.

26. State legislators and boards of trustees should reverse the decline in faculty purchasing power by increasing faculty salaries at a rate greater than inflation."

RECOMMENDATION TO THE RESEARCH COMMUNITY

(op. cit., p. 74):

27. "Federal and state agencies, private foundations, colleges and universities, research organizations and researchers concerned with high education should focus their funding strategies and research activities on how to facilitate greater student learning and development."